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BEGINNING CAIRO ARABIC. PRELIMINARY EDITION.

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THIS COLLEGE-LEVEL TEXT CONSISTS OF A SET OF DRILLS AND NOTES ON THE BASIC OR COMMONLY USED PHRASE AND SENTENCE PATTERNS OF CAIRO ARABIC. A REFERENCE GRAMMAR, WITH PHONOLOGY, MORPHOLOGY, AND SYNTAX IS PROVIDED IN 30 LESSONS. EACH LESSON IS DESIGNED TO BE USED WITH TAPE RECORDINGS. THE TRANSCRIPTION OF THE TEXT REFLECTS THE "PRESTIGE USAGE" OF THE CAIRO DIALECT. ENTRIES IN THE TEXT GLOSSARY ARE LIMITED TO THE VOCABULARY USED IN THE LESSONS AND TO COMPARISONS OF ADJECTIVES, MODALS, VERB AND NOUN PHASES, AND SUBORDINATORS. (GC)

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B E G I N N I N G C A I R O A R A B I C

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The University of Texas

Preliminary Edition

Middle East Center • The University of Texas • Austin

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P R E F A C E

The lessons in this book are the product of the classroom and the non-availability of a text designed for basic instruction in Cairo Arabic for university and college students. Efforts to adapt available teaching materials for this purpose proved frustratingly unsuccessful, and gradually a new set of drills and notes on the basic or commonly-used phrase and sentence patterns took shape. These were used in the classroom for two successive years and then completely rewritten. The result is this preliminary edition.

Arabic is today spoken by some 100,000,000 people, spread over a large area, from Morocco in the west to the Uzbek S.S.R. in the east. The majority are concentrated in a smaller area, roughly bounded by the Sahara desert, the Atlantic, the Mediterranean, and the Persian Gulf. The many regional dialects within this area show differences in sounds, vocabulary, and sentence patterns; nevertheless a high degree of mutual intelligibility exists among most dialects. In addition to the regional variation, there is also variation relatable to the socio-economic status of the speakers. The resulting picture of regional dialects and overlaid social dialects is of course not unique with Arabic; it can be observed in any language spoken over a large area for a long time. The language situation in the Arab world is, however, further complicated by the fact that Modern Standard Arabic, the language of most literature and formal discourse, is a superimposed standard regarded as the ideal by all speakers of Arabic.

This being so, the question may fairly be asked: why not study just Modern Standard Arabic? If one's objectives are limited to reading publications in Arabic, then by all means one should study only Modern Standard Arabic. If, however, one's objectives include living and studying or doing research in the Arab world, then competence in Modern Standard Arabic is not enough. It is not used, even by highly educated speakers, in everyday situations; in these all Arabs use their native dialect. In fact, as scholars of language use the term, Modern Standard Arabic is no one's native language. It is learned by the speaker of Arabic in school, and educated Arabs, especially when discussing almost any subject in an academic or formal context, borrow freely from Modern Standard Arabic. The result is what has been called a "mixed" or "in-between" language, of which many examples can be found in the lessons in the second half of this book.

The language used in this book is identified as Cairo Arabic; it represents the prestige usage of the majority of Cairenes in all relatively informal situations. This is of course not to say that other varieties of Arabic cannot be observed in Cairo. In a metropolis of some 4,000,000, variation in speech is to be expected, and it can most certainly be observed in Cairo.

Cairo Arabic seems the most useful dialect for the beginning student of Arabic. It has more speakers and more prestige than any other dialect of

Arabic, reflecting the fact that Cairo is the political, religious and cultural center of the Arab world. In this connection, it is worth noting that most of the movies shown throughout the Arabic speaking countries are produced in Cairo using the local dialect. Thus Cairo Arabic will be understood, not only by all Egyptians, but by most speakers of Arabic, however much or little their daily speech may deviate from it. With reasonable competence in Cairo Arabic, the student will find it much easier to acquire Modern Standard Arabic; it hence serves also as a good introduction to the latter.

In the preparation of this book, we have been helped in various ways by many others, not least of these our students who used the first draft. Mrs. Victorine Abboud assisted with the checking of the drills and provided the woman's voice for the accompanying recordings. Mr. Ahmed K. Abdel-Hamid answered innumerable questions beginning "How do you say ...?" and compiled the glossary. Professor Ernest F. Haden (University of Texas) made many helpful suggestions, especially about the content and production of the recordings.

Professors W. Freeman Twaddell (Brown University) and Charles A. Ferguson (Center for Applied Linguistics) took time from a busy schedule to spend several days with us going over the first draft and suggested many improvements.

Since the final responsibility for the book is ours, no blame must attach to any of the aforementioned for its shortcomings.

Of the many works consulted during the preparation of this book, the following were helpful and frequently used. Richard S. Harrell, Laila Y. Tewfik, and George D. Selim, Lessons in Colloquial Egyptian Arabic, revised edition (Washington: Georgetown University Press, 1963); T.F. Mitchell, An Introduction to Egyptian Colloquial Arabic (London: Oxford University Press, 1956), and Colloquial Arabic, The Living Language of Egypt (London: English Universities Press, 1962); two unpublished University of Texas dissertations: Hilmi M. Aboul-Fetouh, A Morphological Study of Egyptian Colloquial Arabic (1961), and Saad M. Gamal-Eldin, A Syntactic Study of Colloquial Egyptian Arabic (1961); W.H.T. Gairdner, Egyptian Colloquial Arabic, second edition (London: Oxford University Press, 1926) from which several stories were adopted; details and statistics about the educational system and the High Dam were taken from Amir Boktor, The Development and Expansion of Education in the United Arab Republic (Cairo: American University in Cairo Press, 1963) and the United Arab Republic Year Book 1963 (Cairo: Information Department, n.d.).

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W.L.
P.A.

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INTRODUCTORY LESSON

Conversation

- | | |
|--|--|
| 1. saʕíida. | Hello. |
| 2. saʕíida, áhlan wi sáhlán. | Hello, good to see you. |
| 3. áhlan wi sáhlán biik.
áhlan wi sáhlán bíiki.
áhlan wi sáhlán bíikum. | Good to see you (m) too.
Good to see you (f) too.
Good to see you (p) too. |
| 4. izzáyyak.
izzáyyik.
izzayyúkum. | How are you (m)?
How are you (f)?
How are you (p)? |
| 5. izzáay ḥadrítak.
izzáay ḥadrítik. | How are you, sir?
How are you, ma'am? |
| 6. kwáyyis, ilḥámdu lilláah.
kwayyísa, ilḥámdu lilláah.
kwayyisiín, ilḥámdu lilláah. | Fine (m), thanks.
Fine (f), thanks.
Fine (p), thanks. |
| 7. wi-zzáyyak-ínta.
wi-zzáyyik-ínti.
wi-zzayyúkum-íntu. | And how are you (m)?
And how are you (f)?
And how are you (p)? |
| 8. wi-zzáay ḥadrítak.
wi-zzáay ḥadrítik. | And how are you, sir?
And how are you, ma'am? |
| 9. ilḥámdu lilláah. | (Reply to above.) |
| 10. saʕíida. | Good-bye (by person leaving). |
| 11. máʕa-ssaláama. | Good-bye (to person leaving). |
| 12. <u>alláh</u> yisallímak.
<u>alláh</u> yisallímik.
<u>alláh</u> yisallímkum. | (Reply to above.) (m)
(Reply to above.) (f)
(Reply to above.) (p) |

Note on greetings. In Arabic speaking countries, greetings form a much larger and more important part of everyday interpersonal contacts than they do in English. The sequence of greetings given above should hence

be regarded as the minimum demanded by common courtesy in most situations.

Note that different forms are sometimes used by the speaker, whether a man (m), or a woman (f), or more than one person (p); see number 6, 'Fine, thanks.' Similarly, different forms are used in addressing a man (m), or a woman (f), or more than one person (p); see 3, 4, 5, 7, 8, and 12.

Questions like /izzáyyak/ (4 and 7) are informal and are used only in addressing persons with whom you are on a first-name basis. In other situations, the more formal /izzáay ħadrítak/ (5 and 8) should be used.

Note on pronunciation: The sound represented by /ħ/ and /ʕ/ (pharyngeal spirants) and by letters with a broken underscore (emphatics) do not occur in English. Listen carefully to them and learn them by imitating your instructor. All of these sounds are very common in Arabic and they must be learned. No substitutions are acceptable.

Vowels and consonants in Arabic are either long (written with two letters) or short (written with one letter). The /l/ in /yisallímak/ is approximately twice as long as that in /saláama/. This feature of Arabic will have to be imitated very carefully, since the difference between words may be indicated solely by it: /sáma/ 'sky', and /sámma/ 'he named'.

Pronunciation practice

ʔ/ʕ contrasts

ʔaam	ʕaam
ʔála	ʕála
ʔadd	ʕadd
ʔálam	ʕálam
ʔiid	ʕiid

h/ħ contrasts

haan	ħaan
habb	ħabb
hadd	ħadd
háwa	ħáwa
húmma	ħúmma

ħ/ʕ contrasts

ħaal	ʕaal
ħall	ʕall
ħadd	ʕadd
ħann	ʕann
ħilm	ʕilm

C/CC contrasts

bána	bánna
sáma	sámma
dáras	dárris
ʕáza	ʕázza
ʕála	ʕállla

Conversation

MEETING THE TEACHER

- | | |
|-------------------------------------|-----------------------------|
| 1. <u>sabáa</u> ñ-ilxéer. | Good morning. |
| 2. <u>sabáa</u> ñ-ilxéer. | Good morning. |
| 3. <u>ñadrítak</u> -ilmudárris? | Sir, are you the teacher? |
| 4. áywa. wi miin <u>ñadrítak</u> . | Yes, and who are you (m)? |
| áywa. wi miin <u>ñadrítik</u> . | Yes, and who are you (f)? |
| 5. ?ísmi John Smith. | My name is John Smith. |
| ?ísmi Mary Smith. | My name is Mary Smith. |
| 6. áhlan wi sáhlán. | Glad to meet you. |
| 7. áhlan wi sáhlán biik. | Glad to meet you too. |
| 8. <u>ñadrítak</u> bití?raf ?árabí? | Do you (m) know any Arabic? |
| <u>ñadrítik</u> bití?ráfi ?árabí? | Do you (f) know any Arabic? |
| 9. šwáyya, miš kitíir. | A little, not much. |

Classroom expressions.

- | | |
|---|-------------------------------------|
| 1. fáahim? | Do you (m) understand? |
| fáhma? | Do you (f) understand? |
| fahmíin? | Do you (p) understand? |
| 2. áywa, fáahim. | Yes, I (m) do. |
| áywa, fáhma. | Yes, I (f) do. |
| áywa, fahmíin. | Yes, we do. |
| 3. la? miš fáahim. | No, I (m) do not understand. |
| 4. féen-ilkitáab. | Where is the book? |
| 5. ahóo-lkitáab. | Here is the book. |
| 6. féen-ittilmíiz. | Where is the student? |
| 7. ahóo-ttilmíiz. | Here is the student. |
| 8. ?úul-issu?áal da táani min <u>fádlak</u> . | Say (m) this question again please. |
| ?úuli-ssu?áal da táani min <u>fádlík</u> . | Say (f) this question again please. |

Pronunciation practice

ʔ/ʕ contrasts		h/ħ contrasts		ħ/ʕ contrasts	
suʔaal	suʕaal	šáahid	šáaħit	šábaħ	šábaʕ
sábaʔ	sábaʕ	šábah	šábaħ	ʔáħla	ʔáʕla
wáraʔ	wáraʕ	nábah	nábaħ	naħl	naʕl
sáʔa	sáʕa	yihídd	yiħídd	yiħídd	yiʕídd
diiʔ	diiʕ	nahl	naħl	yiħíid	yiʕíid
k/x contrasts		g/ɣ contrasts		x/ɣ contrasts	
kaaf	xaaf	gaab	ɣaab	xáali	ɣáli
kaan	xaan	gáli	ɣáli	xánna	ɣánna
keel	xeel	gaar	ɣaar	xála	ɣála
kal	xall	gánna	ɣánna	xarr	ɣarr
káfa	xáfa	garr	ɣarr	xéeba	ɣéeba

Grammar

A. Equational sentences: affirmative.

<u>Subj.</u>	<u>Pred.</u>
ittamríin gidíid.	The exercise is new.
ittamríin tawíil.	The exercise is long.
ilkúrsi-gdíid.	The chair is new.
ilkúrsi ʔadíim.	The chair is old.
iddárs ⁱ -gdíid.	The lesson is new.
iddárs ⁱ tawíil.	The lesson is long.

N1.1 The equational sentence is one of the major sentence types in Arabic.

It usually has no verb and consists of a subject and a predicate. The subject is always definite.

N1.2 The article is a prefix: /kúrsi/ 'chair', /ilkúrsi/ 'the chair'; /dars/ 'lesson', /iddárs/ 'the lesson'.

N1.3 Assimilation of the /l/ of the article to the following consonant is obligatory before /t d s z š ž n r/. Before /k g/ the assimilation is optional; 'the chair' is either /ilkúrsi/ or /ikkúrsi/. Before all other consonants the /l/ remains unassimilated.

N1.4 If the first vowel of a word is unstressed /i/, and this word follows one ending in a vowel, the /i/ is elided. Hence, the sequence of /ilkúrsi/ and /gidíid/ occurs as /ilkúrsi-gdíid/, pronounced as if the words were /ilkúrsig/ and /díid/. The hyphen is used to show this type of linkage.

N1.5 If a word ending in two consonants (CC) occurs before one beginning with a consonant (C), the vowel /i/ is added to the former. This is to avoid a sequence of CCC, which almost never occurs. The added vowel is written above the line; the sequence of /iddárs/ and /tawíil/ occurs as /iddársⁱ tawíil/. Note that the unstressed /i/ of /gidíid/ elides after the added vowel as after other final vowels.

DRILLS

LIST 1.1

Nouns

Adjectives

mudárris	teacher	kibíir	old (of persons)
wálad	boy	<u>suyáyyar</u>	young
tilmíiz	student	<u>tawíil</u>	tall
<u>rágil</u>	man	<u>?usáyyar</u>	short
mudíir	director	nabíih	intelligent
<u>náazir</u>	principal	<u>latíif</u>	pleasant

1.1 T: féen-ilmudárris. 'Where is the teacher?'

S: ahóo-lmudárris. 'Here is the teacher.'

Continue with the nouns in List 1.1.

1.2 ilwálad nabíih. 'The boy is intelligent.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

LIST 1.2

NounsAdjectives

(i) kitáab	book	sahl	easy
su'áal	question	saʔb	difficult
ʔimtiňáan	examination	tawíil	long
tamríin	exercise, drill	ʔusáyyar	short
wáagib	assignment	muhímm	important

(ii) dars	lesson
šuy1	work
ʔism	name
satr	line
fas1	chapter, class

1.3 ilkitáab sahl. 'The book is easy.'

- Substitute in the predicate position.
- Substitute in the subject position, using nouns (i).
- Substitute in either position.

1.4 iddársⁱ sahl. 'The lesson is easy.'

- Substitute in the predicate position.
- Substitute in the subject position, using nouns (ii).
- Substitute in either position, using nouns (i-ii).

1.5 ilkitáab gidíid. 'The book is new.'

iddársⁱ-gdíid. 'The lesson is new.'

- Substitute in the subject position, using nouns (ii).
- Substitute in the subject position, using nouns (i-ii).

B. Equational sentences: negative.

Subj. Pred.

ittamríin miš gidíid.

The exercise is not new.

ittamríin miš tawíil.

The exercise is not long.

ilkúrsi miš gidíid.

The chair is not new.

iddársⁱ mis sahl.

The lesson is not easy.

iddársⁱ mis saʔb.

The lesson is not difficult.

N1.6 The negative of an equational sentence is formed by adding /miš/ before the adjective in predicate position.

N1.7 Note that /š/ assimilates to /s/ before /s/; hence /mis sahl/ not /miš sahl/. (Similarly /š z/ becomes /z z/.)

DRILLS

1.6 Repeat drills 1.2-5 in the negative.

LESSON 2

iídárs-ittáani

Conversation

MEETING A STUDENT

- | | |
|---|----------------------------------|
| 1. ħadrítak <u>másri</u> ? | Sir, are you Egyptian? |
| ħadrítik <u>masríyya</u> ? | Ma'am, are you Egyptian? |
| 2. áywa, ána <u>másri</u> . | Yes, I am Egyptian (m). |
| áywa, ána <u>masríyya</u> . | Yes, I am Egyptian (f). |
| 3. ána min-iskindiríyya. | I am from Alexandria. |
| 4. ána ?amrikáni. | I am American (m). |
| ána ?amrikaníyya. | I am American (f). |
| 5. ána min Texas. | I am from Texas. |
| 6. ána ?amrikáni, miš <u>másri</u> . | I am American, not Egyptian (m). |
| ána ?amrikaníyya, miš <u>masríyya</u> . | I am American, not Egyptian (f). |
| 7. ána tilmíiz. | I am a student (m). |
| ána tilmíiza. | I am a student (f). |
| 8. batšállim <u>šárábi</u> . | I am learning Arabic. |
| batšállim ?almáni. | I am learning German. |
| 9. ímta-lmuñádra. | When is the lecture? |
| 10. ilmuñádra-ssáaša <u>šášara</u> . | The lecture is at 10 o'clock. |
| 11. ilħíssa fi-l?óoda nímra <u>šášara</u> . | The class is in Room 10. |

Classroom expressions.

- | | |
|--|-------------------------------------|
| 1. ?úul-ilgúmla di táani min <u>fádlak</u> . | Say (m) this sentence again please. |
| ?úuli-lgúmla di táani min <u>fádlík</u> . | Say (f) this sentence again please. |
| ?úulu-lgúmla di táani min <u>fadlúkum</u> . | Say (p) this sentence again please. |
| 2. yáŋni ?ée-lkílma di bi-l?ingilíizi. | What is this word in English? |
| 3. miš šáarif. | I (m) don't know. |
| miš šárfa. | I (f) don't know. |
| miš šarfíin. | We don't know. |
| 4. féen-ittilmíiza. | Where is the student(f)? |
| 5. ahée-ttilmíiza. | Here is the student(f). |

Pronunciation practice

k/x contrasts		g/y contrasts		x/γ contrasts	
fakk	faxx	taag	saay	šaax	saay
šEEK	šEEX	dámag	dámay	yixíib	yiγíib
síkin	síxin	ʔágmál	ʔáymaʔ	ʔaxíir	ʔayíir
yikúun	yixúun	yigíib	yiyíib	yixálli	yiγálli
yáakul	yáaxud	yígri	yíγri	yixátti	yiγátti
ħ/x contrasts		C/CC contrasts		V/VV contrasts	
ħaal	xaal	fáta	fátta	min	miin
ħall	xall	máda	mádda	futt	fuut
ħatt	xatt	sílim	síllim	baṭt	baat
ħarr	xarr	sáwa	sáwwa	dáwa	dáawa
ħeet	xeet	náʔal	náʔʔal	ʔálam	ʔáalam

Grammar

A. Masculine and feminine nouns and adjectives.

ilkitáab sahl.	The book is easy.
iddárs ⁱ -gdíid.	The lesson is new.
ilkílma sáhla.	The word is easy.
ilgúmla-gdíida.	The sentence is new.
ilgúmla miš gidíida.	The sentence is not new.

N2.1 /kitáab/ and /dars/ are masculine (m) nouns; /kílma/ and /gúmla/ are feminine (f) nouns. In spite of the fact that both of these f. nouns, and most f. nouns, end in /a/ (and most m. nouns do not end in /a/), you cannot always tell the gender of a noun from its ending. The gender of Arabic nouns must be learned for each noun.

N2.2 Adjectives have two forms and agree in gender with singular nouns.

The base form is m. /sahl/; the suffix /-a/ marks f. inflection.

Adjectives ending in /i/ add /yy/ before /-a/: /másrí/ (m), /masríyya/ (f).

N2.3 If a word ends in /iC/, like /wíñiṣ/ 'bad, ugly', or /šáatir/ 'clever', or /kwáyyis/ 'good', the (unstressed) /i/ before the final C is elided when a suffix is added: /wíñiṣ/ (m), /wíñša/ (f). At the same time, since VV never occurs before CC in the same word, the /aa/ in

/šáatir/ (m) is shortened: /šátra/ (f). However, the /i/ is not elided if a sequence of CCC would result. Thus /kwáyyis/ (m) simply adds /-a/: /kwayyísa/ (f).

DRILLS

LIST 2.1

Nouns

Adjectives

mudarrísa	teacher (f)	nabíih	nabíiha	intelligent
názra	principal (f)	šáatir	šátra	clever
tilmíiza	student (f)	kibíir	kibíira	old
mudíira	director (f)	tawíil	tawíila	tall
sitt	woman	kwáyyis	kwayyísa	good
bint	girl	latíif	latíifa	pleasant

2.1 T: féen-ilmudarrísa. 'Where is the teacher?'

S: ahée-ilmudarrísa. 'Here is the teacher.'

Continue with the nouns in List 2.1.

2.2 ilbíntⁱ nabíiha. 'The girl is intelligent.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

LIST 2.2

Adjectives

másri	masríyya	Egyptian
?amrikáani	?amrikaníyya	American
?ingilíizi	?ingilizíyya	English
?almáani	?almaníyya	German
faransáawi	faransawíyya	French
?asbáani	?asbaníyya	Spanish
?árabi	?arabíyya	Arab

2.3 ilbíntⁱ masríyya. 'The girl is Egyptian.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

LIST 2.3

NounsAdjectives

kílma	word	sahl	sáhla	easy
gúmla	sentence	saʔb	sáʔba	difficult
nímra	number, grade	gidíid	gidíida	new
ǵíssa	class	ʔadíim	ʔadíima	old (of things)
masʔála	problem	muhímm	muhímma	important
muñádra	lecture	tawíil	tawíila	long

2.4 ilkílma-gdíida. 'The word is new.'

- Substitute in the predicate position.
- Substitute in the subject position.
- Substitute in either position.

2.5 Repeat drills 2.2-4 in the negative.

B. Equational sentences: questions and answers.

Statement: ilwáagib sahl.

The assignment is easy.

Question: -ilwáagib sahl?

Is the assignment easy?

Answers: áywa-lwáagib sahl.

Yes, the assignment is easy.

laʔ, ilwáagib mis sahl.

No, the assignment is not easy.

áywa, sahl.

Yes, it is.

laʔ, mis sahl.

No, it isn't.

N2.4 Statements and corresponding questions of equational sentences differ only in intonation. /ʔ/ represents a pitch pattern similar to that of English yes-or-no questions.

DRILLS

2.6 T: ilwálad nabíih? 'Is the boy intelligent?'

S: áywa-lwálad nabíih. 'Yes, the boy is intelligent.'

laʔ, ilwálad miš nabíih. 'No, the boy is not intelligent.'

Continue with the following sentences:

irráagil latíif.

ittilmíiza nabíiha.

ilʔimtiñáan saʔb.

ilǵíssa muhímma.

issátrⁱ sahl.

issíttⁱ ʔalmaníyya.

ilbíntⁱ šátra.

ilmudárris másri.

2.7 T: irráagil latíif. 'The man is pleasant.'

S₁: irráagil latíif? 'Is the man pleasant?'

S₂: áywa, latíif. 'Yes, he is.'

S₃: la?, miš latíif. 'No, he isn't.'

Continue with the sentences in drill 2.6.

C. Numerals: 1-10.

wáañid	1	síttá	6
itnéen	2	sábfa	7
taláata	3	tamánya	8
<u>ʔarbáfa</u>	4	tísfa	9
xámsa	5	<u>ʔášara</u>	10

DRILLS

2.8 T: taláata zaaʔid ʔitnéen yisáawi kaam, '3 + 2 ='

S: xámsa. '5'

Continue with the following:

5 + 4	2 + 4	7 + 3
6 + 2	5 + 5	1 + 4
3 + 5	9 + 1	6 + 3

SUPPLEMENTARY DRILLS

2.9 ilmuñádra-ssáafa ʔášara. 'The lecture is at 10 o'clock.'

Substitute:	5 o'clock	9 o'clock
	8 o'clock	2 o'clock
	3 o'clock	4 o'clock

2.10 ilḥíssa fi-1ʔóoda nímra taláata. 'The class is in Room 3.'

Substitute:	Room 9	Room 10
	Room 6	Room 5
	Room 8	Room 7

2.11 ána miš másri. ána ʔamrikáani. 'I'm not Egyptian. I'm American.'

ána miš masríyya. ána ʔamrikaníyya.

Substitute for /másri/: English, Arab, German, Spanish, French.

Conversation

THE ARABIC CLASS

- | | |
|--|--|
| 1. izzáay káanit <u>ḥíssit-ilṣárabí</u> . | How was the Arabic class? |
| 2. il <u>ḥíssa</u> káanit mufíida gíddan. | The class was very interesting. |
| 3. ilmudárris kállim-ittalámza
bi-l <u>ṣárabí</u> . | The teacher spoke to the students
in Arabic |
| 4. wi <u>fássar</u> -iddárs ⁱ bi-l ⁱ ṭingilíizi. | and explained the lesson in English. |
| 5. wi kúll ⁱ tilmíiz sámmaḥ bi-l <u>ṣárabí</u> . | Every student recited in Arabic |
| 6. wi tárgim-ilgúmla ṭaw-ilkílma
bi-l ⁱ ṭingilíizi. | and translated the sentence or the
word into English. |
| 7. miin dárris-il <u>ḥíssa</u> di. | Who taught this class? |
| 8. ilṭustáaz ṭáḥmad mudárris-il <u>ṣárabí</u> . | Prof. Ahmad is the teacher of Arabic. |
| 9. láaṭi-l <u>ṣárabí</u> saḥb? | Do you (m) find Arabic difficult? |
| láṭya-l <u>ṣárabí</u> saḥb? | Do you (f) find Arabic difficult? |
| 10. laṭ, il <u>ṣárabí</u> mis saḥb. | No, Arabic is not difficult. |
| 11. láakin ṣáawiz šúyl ⁱ -ktíir. | But it needs a lot of work. |

Classroom expressions.

- | | |
|--|---------------------------------|
| 1. ṭúlha <u>márra</u> tánya min <u>fádlak</u> . | Say (m) it again please. |
| ṭulíiha <u>márra</u> tánya min <u>fádlík</u> . | Say (f) it again please. |
| ṭulúuha <u>márra</u> tánya min <u>fadlúkum</u> . | Say (p) it again please. |
| 2. laṭ, <u>yálat</u> . miš kída. | No, that's wrong. Not that way. |
| 3. láazim tiṭúlha kída. | You (m) must say it this way. |
| láazim tiṭulíiha kída. | You (f) must say it this way. |
| 4. ṭulúuha máṣa <u>baḥd</u> . | Say (p) it together. |
| 5. áywa, <u>saḥḥ</u> . | Right. |
| 6. tamáam. | Perfect. |

Pronunciation practice

Nonemphatic/emphatic contrasts

tiin	<u>tiin</u>	bárd <u>u</u>	<u>bárd</u> <u>u</u>	hazz	<u>ħazz</u>
taab	<u>taab</u>	fáadi	<u>fáadi</u>	mahzúuz	<u>maħzúuz</u>
baat	<u>baat</u>	seef	<u>seef</u>	rabb	<u>rabb</u>
fáatir	<u>fáatir</u>	bass	<u>bass</u>	ʔamm	<u>ʔamr</u>
damm	<u>damm</u>	ʔásad	<u>ʔásad</u>	ħámma	<u>ħámma</u>
darb	<u>darb</u>	zann	<u>zann</u>	ʔaxx	<u>ʔaxx</u>

Grammar

A. The demonstrative.

ilkitáab da sahl.

The book is easy.

iddársⁱ da-gdíid.

This lesson is new.

iddársⁱ da mis saʔb.

This lesson is not difficult.

ilkílma di sáhla.

This word is easy.

ilgúmla di-gdíida.

This sentence is new.

ilgúmla di mis sáʔba.

This sentence is not difficult.

N3.1 Like adjectives (N2.2), the demonstrative has two forms, /da/ (m) and /di/ (f), and agrees in gender with singular nouns. The demonstrative in these sentences could be translated 'that' as well as 'this'.

N3.2 The subject of these sentences is a definite attributive phrase, a construction of article + noun + demonstrative.

DRILLS

3.1 ilwálad da nabíih. 'This boy is intelligent.'

a. Substitute, using the nouns and adjectives in List 1.1.

b. Repeat, using the nouns and adjectives in List 1.2.

3.2 ilbíntⁱ di šátra. 'This girl is clever.'

a. Substitute, using the nouns and adjectives in Lists 2.1 and 2.2.

b. Repeat, using the nouns and adjectives in List 2.3.

3.3 ilmudarrísa nabíiha. 'The teacher is intelligent.' Substitute:

<u>irráagil</u>	ittimiiza	ilwálad
kibíir	ilmudárris	?usáyyar
issítt	<u>tawíil</u>	<u>šáatir</u>
ilwálad	ilmudíira	innázra
?usáyyar	ilbínt	ilmudíir

3.4 ilmudarrísa di nabíiha. 'This teacher is intelligent.'

Continue with the items in drill 3.3.

3.5 iddársⁱ sahl. 'The lesson is easy.' Substitute:

<u>saḥb</u>	<u>issátr</u>	ilgúmla
ilkílma	ilmas'ála	issu'áal
ilmuḥádra	ittamríin	gidíid
il'imtiḥáan	<u>tawíil</u>	ilkílma
muhímm	<u>ilḥíssa</u>	ilwáagib

3.6 iddársⁱ da sahl. 'This lesson is easy.'

Continue with the items in drill 3.5.

3.7 ittilmíiz da māsri. 'This student is Egyptian.' Substitute:

ilmudarrísa	almaaani	ilmudíir
<u>irráagil</u>	issítt	?ingilíizi
?amrikáani	ilmudárris	ilbínt
innázra	faransáawi	?árabi
ilwálad	ittilmíiza	ittilmíiz

B. Verbal sentences.

kállim	he spoke	yikállim	he speaks
kallímit	she spoke	tikállim	she speaks
kallímu	they spoke	yikallímu	they speak

kállim ?áḥmad.

He spoke to Ahmad.

kallímit mudárris.

She spoke to a teacher.

kallímu-ilmudárris.

They spoke to the teacher.

láazim yikállim-ilmudárris.

He must speak to the teacher.

láazim tikállim-innázra.

She must speak to the principal.

tárgim gúmla.	He translated a sentence.
targímit-ilgúmla.	She translated the sentence.
targímu-lgúmla di.	They translated this sentence.
láazim yitargímu-lgúmla.	They must translate the sentence.
ʔáħmad kállim-ilmudárris.	Ahmad spoke to the teacher.
ittilmíiza targímit-ilgúmla.	The student (f) translated the sentence.

N3.3 A verbal sentence always has a verb (cf. N1.1). The simplest form of the verbal sentence consists of a verb only: /tárgim/. More complex verbal sentences given above are: (free subject +) verb + object /kállim ʔáħmad/; modal + verb /láazim yitárgim/; and modal + verb + object /láazim yikállim-ilmudárris/.

N3.4 Every verb has a bound subject, either a suffix or a prefix. The verb forms with suffixed subjects are perfect: completed action. The forms with prefixed subjects are imperfect: not completed action. Note that the bound subjects with some imperfect forms have a suffix as well as a prefix: /yikallímu/.

Although unstressed, the /i/ of /-it/ 'she' never elides (cf. N2.3).

In addition to a bound subject, a verb may also have a free subject. Free subjects usually precede the verb. (A free subject may be added to all of the verbal sentences given above.) Free and bound subjects agree in gender or number.

N3.5 Note that these verbs have the same stems in the perfect and the imperfect. This is true of all verbs with CVCCVC stems. Verbs like this will be called the /kallim/-type.

N3.6 The imperfect forms of the verb are not ordinarily used without a preposed modal, like /láazim/, (or other items to be discussed later). The perfect forms may be used with or without a preposed modal.

N3.7 Some verbs like /sállim/ require a preposition before the object: /sállim ʔála-ilmudárris/ 'He greeted (said hello to) the teacher'. Such verbs will always be given with the required preposition: /sállim ʔálä/.

N3.8 Note the different forms of the article. At the beginning of sentences and after the terminal written /,/ , the article is /ʔil-/ (or /ʔiC-/), although the glottal stop of the article is not written in this position. Elsewhere in sentences, the article is /il-/ (or /iC-/) after consonants and /l-/ (or /C-/) after vowels: /tárgim-ilgúmla/, /targímu-lgúmla/.

DRILLS

LIST 3.1

Verbs

kállim	he spoke (to someone)
tárgim	he translated
dárris	he taught
kámmil	he completed
fáassar	he explained
sámmaʔ	he recited
sállim ʔála	he greeted

3.8 T: kállim. 'He spoke.'

S: kállim. kallímit kallímu. 'He, she, they spoke.'

Continue with other verbs.

3.9 T: láazim yikállim. 'He must speak.'

S: láazim yikállim.

láazim tikállim. 'She must speak.'

láazim yikallímu. 'They must speak.'

Continue with other verbs.

3.10 T: kállim-ilmudíir. 'He spoke to the director.'

S: kállim-ilmudíir.

kallímit-ilmudíir. 'She spoke to the director.'

kallímu-lmudíir. 'They spoke to the director.'

Continue with the following sentences:

kállim-innáazir. fáassar-ilmasʔála.

tárgim-ilkitáab. sámmaʔ-issátr.

kámmil-ilwáagib. dárris ʔárabi.

sállim ʔála-lmudárris. tárgim-ilgúmla.

3.11 T: láazim yikállim-ilmudíir. 'He must speak to the director.'

S: láazim yikállim-ilmudíir.

láazim tikállim-ilmudíir. 'She must speak to the director.'

láazim yikallímu-lmudíir. 'They must speak to the director.'

Continue with the sentences in drill 3.10.

C. Numerals: 11-19.

<u>ħidáašar</u>	11	<u>sittáašar</u>	16
<u>itnáašar</u>	12	<u>sabaštáašar</u>	17
<u>talattáašar</u>	13	<u>tamantáašar</u>	18
<u>ʔarbaštáašar</u>	14	<u>tisaštáašar</u>	19
<u>xamastáašar</u>	15		

DRILLS

- 3.12 T: tamánya zaaʔid tísʔa-ysáawi kaam, '8 + 9 ='
 S: sabaštáašar. '17'
- 3.13 T: sittáašar náaʔis xámsa-ysáawi kaam, '16 - 5 ='
 S: ħidáašar. '11'

SUPPLEMENTARY DRILLS

- 3.14 ilmudárris kállim-ittalámza bi-lʔárabi. 'The teacher spoke to the students in Arabic.'

Substitute for /mudárris/:

ilmudarrísa	<u>innáazir</u>
<u>irráagil</u>	ilmudíira
ilbínt	<u>innázra</u>

- 3.15 targímu-igúmla di bi-lʔingilíizi. 'They translated this sentence into English.'

Substitute for /ʔingilíizi/:

Arabic	French
German	English
Spanish	

LESSON 4

iddárs-irráabi?

Conversation

TELLING THE TIME

- | | |
|--|---|
| 1. ʔándak maʔáad máʔa ʔadd? | Do you (m) have an appointment with anyone? |
| ʔándik maʔáad máʔa ʔadd? | Do you (f) have an appointment with anyone? |
| 2. áywa. ʔándi maʔáad máʔa
rašáad-issáaʔa ʔášara. | Yes, I have an appointment with Rashad at 10 o'clock. |
| 3. miš ʔárf-itʔáxxar lee. | I (m) don't know why he is late. |
| miš ʔárfa-tʔáxxar lee. | I (f) don't know why he is late. |
| 4. baʔáalak hína-ktíir? | Have you (m) been here long? |
| baʔáalik hína-ktíir? | Have you (f) been here long? |
| 5. ʔawáli <u>rubʔⁱ</u> sáaʔa. | About quarter of an hour. |
| tílt ⁱ sáaʔa | 20 minutes (third of an hour) |
| <u>nússⁱ</u> sáaʔa | half an hour |
| sáaʔa | an hour |
| sáaʔa-w <u>rubʔ</u> | an hour and a quarter |
| 6. múmkin tiʔúlli-ssáaʔa kaam, | Can you (m) please tell me what |
| min fádlaḵ, | time it is? |
| múmkin tiʔulíili-ssáaʔa kaam, | Can you (f) please tell me what |
| min fádlik, | time it is? |
| 7. issáaʔa wánda-w xámsa. | It is 1:05. |
| itnéen wi ʔášara | 2:10 |
| taláata-w <u>rubʔ</u> | 3:15 |
| ʔarbáʔa-w <u>tílt</u> | 4:20 |
| xámsa-w <u>núss</u> -ílla xámsa | 5:25 |
| sítta-w <u>núss</u> | 6:30 |
| sábʔa-w <u>nússⁱ</u> -w xámsa | 7:35 |
| tamánya-lla <u>tílt</u> | 7:40 |
| tíʔa-lla <u>rubʔ</u> | 8:45 |
| ʔášara-lla ʔášara | 9:50 |
| ʔidáašar-ílla xámsa | 10:55 |
| itnáašar | 12:00 |

8. láakin sáʔtak láazim miʔaddíma
rúbʔⁱ sáaʔa.
 láakin sáʔtik láazim miʔaddíma
rúbʔⁱ sáaʔa.
9. ʔašáan sáʔt-ilgámʔa wánda-lla
ʔášara bi-zzáb^t.
10. láakin sáʔtak láazim miʔaxxára
tíltⁱ sáaʔa.
 láakin sáʔtik láazim miʔaxxára
tíltⁱ sáaʔa.
11. ʔašáan sáʔt-ilgámʔa wánda-w
núss-ílla xámsa bi-zzáb^t.

But your (m) watch must be quarter
 of an hour fast.

But your (f) watch must be quarter
 of an hour fast.

Because by the university clock it's
 exactly 12:50.

But your (m) watch must be 20
 minutes slow.

But your (f) watch must be 20
 minutes slow.

Because by the university clock it's
 exactly 1:25.

Pronunciation practice

long vowels

tiin	beet
riiš	deel
fii	been
šiil	yeem
ʔiid	ʔeen

ʔ/ʔʔ contrasts

náʔal	daʔíiʔa
šáʔʔa	saʔíil
sábaʔ	dáʔʔa
daʔʔ	ʔáaʔil
daʔáayiʔ	náʔʔa

Grammar

A. Plural nouns and adjectives.

ilwálad nabíih.
 ilbíntⁱ nabíiha.
 ilʔawláad núbaha.
 ilbanáat núbaha.

The boy is intelligent.
 The girl is intelligent.
 The boys are intelligent.
 The girls are intelligent.

N4.1 There are many patterns of noun plural formation in Arabic, and the form of the plural (p) cannot be predicted from the form of the singular (s). The p. form must hence be learned for each noun.

N4.2 Most adjectives with /ii/ in the last syllable form the p. by vowel-change: /gidíid/, /gudáad/; /nábiih/, /núbaha/. Most other adjectives form the p. by suffixing /-íin/: /sahl/, /sahlíin/; /kwáyyis/,

/kwayyisín/; /šáatir/, /šatríin/ (N2.3). If the s. has the form CaaCi (ending in /i/ but unlike /mástri/, cf. N2.2) then the /i/ is replaced by /y/ before both the f. /-a/ and the p. /-iin/: /yáali/ (m), /yálya/ (f), /yalyíin/ (p).

N4.3 Adjectives are inflected for gender (N2.2) or number. With s. nouns, adjectives agree in gender (sentences one and two above). With p. nouns, adjectives agree in number, but not in gender (three and four above).

DRILLS

LIST 4.1 Plural nouns and adjectives

mudárris	mudarrisín	núbaha
mudíir	mudirín	kubáar
mudarrísa	mudarrisáat	tuwáal
bint	banáat	lutáaf
sitt	sittáat	šatríin
tilmíiza	tilmizáat	suyayyarín
tilmíiz	talámza	kwayyisín
ʔustáaz	ʔasádza	
wálad	ʔawláad	
rágil	riggáala	

4.1 féen-ilmudarrisín. 'Where are the teachers?'

ahúm-ilmudarrisín. 'Here are the teachers.'

Continue with the nouns in List 4.1.

4.2 ilmudarrisín tuwáal. 'The teachers are tall.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

4.3 T: ilwálad šáatir. 'The boy is clever.'

S: ilʔawláad šatríin. 'The boys are clever.'

Continue, using different nouns and adjectives.

4.4 T: issittáat kubáar. 'The ladies are old.'

S: issittⁱ-kbíira. 'The lady is old.'

Continue, using different nouns and adjectives.

4.5 ilmudiríin tuwáal. 'The directors are tall.' Substitute:

<u>irráagil</u>	<u>kubáar</u>	issittáat
ilmudarrísa	ittalámza	<u>kubáar</u>
ilmudarrisíin	ilmudíira	ilbínt
gudáad	<u>suyayyára</u>	ilwálad
ilbínt	ilʔawláad	nabíih
ittilmíiz	issítt	ilʔasádza
irriggáala	ilbanáat	<u>innázra</u>

LIST 4.2 Plural nouns and adjectives

kitáab	kútub	sahlíin
dars	durúus	<u>saḥbíin</u>
ʔimtiḥáan	ʔimtiḥanáat	gudáad
tamríin	tamaríin	muhimmíin
<u>satr</u>	<u>ʔástur</u>	<u>ʔusayyaríin</u>
kílma	kalimáat	<u>tuwáal</u>
gúmla	gúmal	
<u>ḥíssa</u>	<u>ḥísas</u>	
masʔála	masáaʔil	
<u>muḥádra</u>	<u>muḥadráat</u>	

4.6 ilkútub gudáad. 'The books are new.'

- Substitute in the predicate position.
- Substitute in the subject position.
- Substitute in either position.

4.7 T: iddurúus sahlíin. 'The lessons are easy.'

S: iddársⁱ sahl. 'The lesson is easy.'

Continue, using different nouns and adjectives.

4.8 T: ilgúmla sáhla. 'The sentence is easy.'

S: ilgúmal sahlíin. 'The sentences are easy.'

Continue, using different nouns and adjectives.

4.9 ilkútub sahlíin. 'The books are easy.' Substitute:

ilwáagib	ilhí <u>ś</u> as	ilgúmla
ilkílma	muhimmíin	ilgúmal
sa <u>ʔ</u> b	ilmu <u>h</u> á <u>dr</u> a	gudáad
ilʔimti <u>h</u> áan	issuʔáal	ittamríin
ilmasʔála	<u>tawí</u> il	innímra

B. The demonstrative.

ilwálad da <u>ś</u> áatir.	This boy is clever.
ilʔawláad dool <u>ś</u> atríin.	These boys are clever.
ilkitáab da-gdíid.	This book is new.
ilkútub dool gudáad.	These books are new.
ilbínt ⁱ di <u>ś</u> átra.	This girl is clever.
ilbanáat dool <u>ś</u> atríin.	These girls are clever.
ilgúmla di-gdíida.	This sentence is new.
ilgúmal dool gudáad.	These sentences are new.

N4.4 Like adjectives, the demonstrative has three forms: /da/ (m), /di/ (f), and /dool/ (p). With s. nouns the demonstrative agrees in gender; with p. nouns it agrees in number (cf. N4.3).

DRILLS

LIST 4.3 Plural nouns and adjectives

ʔálam	ʔiláam	pencil	
fustáan	fasatíin	dress	
<u>ʔamíis</u>	<u>ʔumsáan</u>	shirt	
<u>śánta</u>	<u>śúnat</u>	bag, purse, briefcase	
gázma	gízam	pair of shoes	
<u>burnéeta</u>	<u>baraníit</u>	hat	
<u>ʔáxdar</u>	<u>xádra</u>	<u>xudr</u>	green
<u>ʔáñmar</u>	<u>ñámra</u>	<u>ñumr</u>	red
ʔázraʔ	zárʔa	zurʔ	blue
<u>ʔábyad</u>	<u>béeda</u>	<u>biid</u>	white
yáali	yálya	yalyíin	expensive

- 4.10 il'álam da yáali. 'This pencil is expensive.'
- Substitute in the subject position using m. nouns.
 - Substitute in the subject position using f. nouns.
 - Substitute in the subject position using either m. or f. nouns.
 - Substitute in the predicate position.
 - Substitute in either position.
- 4.11 ilkútub dool yalyín. 'These books are expensive.'
- Substitute in the subject position.
 - Substitute in the predicate position.
 - Substitute in either position.
- 4.12 T: ilkitáab da yáali. 'This book is expensive.'
 S: ilkútub dool yalyín. 'These books are expensive.'
 Continue, using different nouns and adjectives.
- 4.13 Repeat drills 4.2-9, adding the demonstrative.

C. Verbal sentences.

kallímt	you (m) spoke	tikállim	you (m) speak
kallímti	you (f) spoke	tikallími	you (f) speak
kallímtu	you (p) spoke	tikallímu	you (p) speak
kallímt	I spoke	?akállim	I speak
kallímna	we spoke	nikállim	we speak

kallímt-ilmudárris?	Did you (m) speak to the teacher?
áywa, kallímt-ilmudárris.	Yes, I spoke to the teacher.
targímti-ddárs?	Did you (f) translate the lesson?
áywa, targímt-iddárs.	Yes, I translated the lesson.
láazim nitárgim-ilgúmla.	We must translate the sentence.
yímkín nitárgim-ilgúmal.	We may translate the sentences.
sallímtu 'áala-ilmudárris.	You (p) greeted the teacher.

- N4.5 The complete set of bound subjects (N3.4) is given in Table 4.1 Note that the absence of any suffix with perfect marks the 3 m. subject. Note also that in the perfect the 2 m. and 1 s. forms are the same, while in the imperfect the 3 f. and 2 m. are the same.

<u>Perfect</u>		<u>Imperfect</u>
-	3 m.	yi-
-it	3 f.	ti-
-u	3 p.	yi- -u
-t	2 m.	ti-
-ti	2 f.	ti- -i
-tu	2 p.	ti- -u
-t	1 s.	?a-
-na	1 p.	ni-

Table 4.1

N4.6 /yímkin/ is another modal and patterns like /láazim/ (N3.6).

DRILLS

4.14 T: kállim-ilmudíir. 'He spoke to the director.' ána.

S: kallímt-ilmudíir. 'I spoke to the director.'

T: íntu.

S. kallímtu-lmudíir.

Continue with other 1st and 2nd pers., using the sentences in drill 3.10.

4.15 Repeat drill 4.14 with all persons.

4.16 T: láazim yikállim-ilmudíir. 'He must speak to the director.' ána.

S: láazim ?akállim-ilmudíir. 'I must speak to the director.'

T: íntu.

S: láazim tikallímu-lmudíir.

Continue with other 1st and 2nd pers., using the sentences in drill 3.10.

4.17 Repeat drill 4.16 with all persons.

4.18 T: kallímna-lmudíir. 'We spoke to the director.'

S: láazim nikállim-ilmudíir. 'We must speak to the director.'

T: kallímu-lmudíir.

S: láazim yikallímu-lmudíir.

Continue with other persons, using the sentences in drill 3.10.

SUPPLEMENTARY DRILLS

- 4.19 issáaʔa tísʔa-w nuss. 'It is 9:30.'

Substitute: It is 8:55.

It is 11:45.

It is 2:35.

It is 1:10.

It is 9:20.

It is 7:05.

- 4.20 sáŋti-mʔaddíma rúbŋⁱ sáaŋa. 'My watch is quarter of an hour fast.'

T: sáŋti xámsa-w nuss. 'My watch is 5:30.'

issáaʔa kaam bi-zzábt, 'What time is it exactly?'

S: issáaʔa xámsa-w rubʔ. 'It is 5:15.'

Continue with the following:

sáŋti tísŋa-w nússⁱ-w xámsa.

ñidáašar-ílla xámsa

itnéén wi rub?

2arbáſa-11a rubſ

sítta-w xámsa

- 4.21 sáʃti-m[?]axxára tíltⁱ sáaʃa. 'My watch is 20 minutes slow.'

Continue as in drill 4.20.

Conversation

THE WEATHER

- | | |
|--|--|
| 1. izzáay-ilgáww-innahárda. | How is the weather today? |
| 2. innahárda hárr ⁱ ?áwi.
iddínya bárd ⁱ ?áwi.
iddínya bitmáttar.
ilgáww ⁱ -myáyyim.
issáma-myáyyíma. | Today is very hot.
It (the world) is very cold.
It is raining.
It (the weather) is cloudy.
It (the sky) is cloudy. |
| 3. yatára, dáragit-ilháráara kaam, | I wonder, what is the temperature? |
| 4. tisíín dáraga ta?ríiban. | About ninety degrees. |
| 5. bitmáttar kitíir fi ?amríika? | Does it rain a lot in America? |
| 6. bitmáttar kitíir fi-ššíta
wi-rrabíi?, wi ?ahyáanan
fi-sséef. | It rains a lot in the winter and
the spring, and sometimes in
the summer. |
| 7. wi-zzáay tá?s ⁱ masr? | And how is the weather in Egypt? |
| 8. tá?s ⁱ masr ⁱ gamíil wi muštádíl,
laa hárr ⁱ ?áwi, wála bárd ⁱ
?áwi. | The weather in Egypt is beautiful
and moderate, neither very hot
nor very cold. |
| 9. bitmáttar kitíir fi masr? | Does it rain a lot in Egypt? |
| 10. fi-ddíлта-lmátar šidíid fi-ššíta. | In the delta (Lower Egypt), the
rainfall is heavy in the winter. |
| 11. wi fi-lqahíra-lmátar ?alíil. | And in Cairo, the rainfall is light. |
| 12. innáma fi-ssaííid mafíiš mátar
xáalis. | However, in Upper Egypt there is
no rain at all. |
| 13. wi-zzáay gáww-ilqahíra. | And how is the weather in Cairo? |
| 14. ilgáww ⁱ fi-sséef hárr ⁱ fi-nnaháar,
wi taráawa bi-lléel. | In the summer, it is very hot dur-
ing the day and cool at night. |
| 15. ilgáww ⁱ fi-ššíta dáafi fi-nnaháar,
wi bárd ⁱ bi-lléel. | In the winter, it is warm during
the day and cold at night. |

16. wi-zzáay táʔs-issaʔíid.

And how is the weather in Upper Egypt?

17. issaʔíid hárrⁱ fi-sséef.

Upper Egypt is hot in the summer.

18. dāragit-ilháráara bitkúun ʔadátan
míyya-w ʔáṣar daragáat ʔaw
ʔáktar.

The temperature is usually 110 degrees or more.

19. innáma fi-ššíta-lgáwwⁱ latífif
gíddan, wi min ʔágmál maa
yúmkin.

However, in the winter the weather is very pleasant and beautiful beyond expectation.

Pronunciation practice

long vowels		hC sequences	
ruuḥ	dool	láhga	sahl
suuʔ	moot	fahd	lahw
tuut	zooʔ	sahm	šahm
nuur	noom	ʔahl	sahd
ʔuud	ʔoom	dahr	duhr

Grammar

A. The demonstrative as subject.

da-ktáab.	This is a book.
da-ktáab gidíid.	This is a new book.
da-lkitáab-ilgidíid.	This is the new book.
di kíлма miš gidíida.	This is not a new word.
dool kútub gudáad.	These are new books.
dool-ilkútub-ilgudáad.	These are the new books.

N5.1 In addition to its use as a noun attributive (/ilkitáab da/ 'this book'), the demonstrative is also used as the subject of equational sentences. The predicate of such sentences is commonly a noun or an attributive phrase: noun + adjective.

N5.2 In addition to agreement in number or gender, adjectives in attributive phrases also agree with nouns in definiteness: /kitáab gidíid/ 'a new book', /ilkitáab-ilgidíid/ 'the new book'.

DRILLS

LIST 5.1 Plural nouns and adjectives

<u>ʔamíis</u>	<u>ʔumsáan</u>	shirt	
ʔálam	ʔiláam	pencil	
mandíil	manadíil	handkerchief, scarf	
fustáan	fasatíin	dress	
<u>bantalóon</u>	<u>bantalunáat</u>	trousers	
<u>šánta</u>	<u>šúnat</u>	bag	
bádla	bídal	suit	
žakítta	žakittáat	jacket	
<u>burnéeta</u>	<u>baraníit</u>	hat	
gázma	gízam	pair of shoes	
blúuza	bluzáat	blouse	
<u>rixíis</u>	<u>rixíisa</u>	<u>ruxáas</u>	inexpensive
<u>ʔáxdar</u>	<u>xádra</u>	<u>xuđr</u>	green
<u>ʔáhmar</u>	<u>ħámra</u>	<u>ħumr</u>	red
ʔázraʔ	zárʔa	zurʔ	blue
<u>ʔásfar</u>	<u>sáfra</u>	<u>sufr</u>	yellow
<u>ʔábyad</u>	<u>béeda</u>	<u>biid</u>	white
ʔíswid	sóoda	suud	black
búnni	búnni	búnni	brown
beež	beež	beež	beige

5.1 da ʔálam ʔásfar. 'This is a yellow pencil.'

- Substitute in the position of /ʔálam/ using m. nouns.
- Substitute in the position of /ʔásfar/.
- Substitute in either position.

5.2 di bádla zárʔa. 'This is a blue suit.'

- Substitute in the position of /bádla/ using f. nouns.
- Substitute in the position of /zárʔa/.
- Substitute in either position.
- Substitute in either position, using either m. or f. nouns.

5.3 dool ?iláam ħumr. 'These are red pencils.'

- Substitute in the position of /?iláam/ using either m. or f. nouns.
- Substitute in the position of /ħumr/.
- Substitute in either position.

5.4 di-lbádla-zzár?a. 'This is the blue suit.'

- Substitute singular nouns and adjectives.
- Substitute plural nouns and adjectives.
- Substitute either singular or plural nouns and adjectives.

B. Free pronouns.

húwwa mudárris.	He is a teacher.
húwwa mudárris gidíid.	He is a new teacher.
híyya mudarrísa.	She is a teacher.
híyya-lmudarrísa-lgidíida.	She is the new teacher.
húmma mudarrisíin gudáad.	They are new teachers.
ínta <u>mabsúut</u> .	You (m) are happy.
ínti <u>mabsúuta</u> .	You (f) are happy.
íntu <u>mabsutíin</u> .	You (p) are happy.
ána mašyúul.	I am busy (m).
ána mašyúula.	I am busy (f).
íħna mašyulíin.	We are busy.

N5.3 The free pronouns are commonly used as subjects of equational sentences. The predicate may be a noun, an adjective, or an attributive phrase.

3 m.	húwwa	he, it
3 f.	híyya	she, it
3 p.	húmma	they
2 m.	ínta	you (m)
2 f.	ínti	you (f)
2 p.	íntu	you (p)
1 s.	ána	I
1 p.	íħna	we

Table 5.1

DRILLS

LIST 5.2 Adjectives

ʔayyáan	ʔayyáana	ʔayyaníin	sick
taʔbáan	taʔbáana	taʔbaníin	tired
guʔáan	guʔáana	guʔaníin	hungry
ʔatšáan	ʔatšáana	ʔatšaníin	thirsty
bardáan	bardáana	bardaníin	cold
ħarráan	ħarráana	ħarraníin	hot
naʔsáan	naʔsáana	naʔsaníin	sleepy
gáahiz	gáhza	gahzíin	ready
ʔásasif	ʔásfa	ʔasfíin	sorry
fáadi	fádyá	fadyíin	empty, free (not occupied)

5.5 híyya naʔsáana. 'She is sleepy.'

- Substitute in the subject position, using free pronouns.
- Substitute in the predicate position.
- Substitute in either position.

5.6 húwwa wálad nabíih. 'He is an intelligent boy.' Substitute:

bint	talámza	mašyúul
ʔayyáan	šáatir	riggáala
rágil	mudarrísa	fáadi
fáadi	gidíid	bint
sitt	mudarrisíin	sittáat
nabíih	mudíir	mašyúul

5.7 ínta wálad nabíih. 'You are an intelligent boy.'

Continue with the items in drill 5.6.

C. or, and, and neither ... nor.

húwwa taʔbáan wálla ʔayyáan,
húwwa taʔbáan wi ʔayyáan.
húwwa laa taʔbáan wála ʔayyáan.
húwwa guʔáan.

Is he tired or sick?
He is tired and sick.
He is neither tired nor sick.
He is hungry.

híyya taɓbáana wálla naɓsáana,	Is she tired or sleepy?
híyya taɓbáana-w naɓsáana.	She is tired and sleepy.
híyya laa taɓbáana wála naɓsáana.	She is neither tired nor sleepy.
híyya ɓayyáana.	She is sick.

N5.4 /wálla/, /wi/, and /laa ... wála/ are coordinators, here used to link two adjectives. They may also be used to link other parts of speech.

DRILLS

5.8 T: ižžakíitta di béeda wálla xádra, 'Is this jacket white or green?'
mandíil.

S₁: ilmandíil da ʔábyad wálla ʔáxdar, 'Is this scarf white or green?'

S₂: ilmandíil da laa ʔábyad wála ʔáxdar. 'This scarf is neither white nor green.'

S₃: da mandíil ʔíswid. 'This is a black scarf.'

T: ʔiláam.

S₁: ilʔiláam dool biid wálla xudr,

S₂: ilʔiláam dool laa biid wála xudr.

S₃: dool ʔiláam suud.

Continue with the following:

<u>ʔamíis</u>	<u>manadíil</u>
<u>gázma</u>	<u>šánta</u>
<u>fasatíin</u>	<u>bantalóon</u>
<u>bádla</u>	<u>ʔumsáan</u>
<u>ʔálam</u>	<u>burnéeta</u>

5.9 T: ínta naɓsáan wálla guɓáan, 'Are you (m) sleepy or hungry?'
ɓayyáan, taɓbáan.

S₁: ínta ɓayyáan wálla taɓbáan, 'Are you (m) sick or tired?'

ínti ɓayyáana wálla taɓbáana, 'Are you (f) sick or tired?'

S₂: ána laa ɓayyáan wála taɓbáan. 'I (m) am neither sick nor tired.'

ána laa ɓayyáana wála taɓbáana. 'I (f) am neither sick nor tired.'

Continue with the following:

<u>fáadi</u> , <u>mašyúul</u>	<u>tawíil</u> , <u>ʔusáyyar</u>
<u>bardáan</u> , <u>ɓarráan</u>	<u>mudárris</u> , <u>mudfir</u>
<u>kibíir</u> , <u>suyáyyar</u>	<u>guɓáan</u> , <u>ɓatšáan</u>

5.10 T: húmma naʃsańín wálla guʃańín, 'Are they sleepy or hungry?'
 ʃayyáan, taʃbáan.

S₁: húmma ʃayyańín wálla taʃbańín, 'Are they sick or tired?'

S₂: húmma laa ʃayyańín wála taʃbańín. 'They are neither sick nor tired.'

Continue with the items in drill 5.9.

D. Verbs: /zaakir/-type.

záakir	he studied	yizáakir	he studies
zákrit	she studied	tizáakir	she studies
zákru	they studied	yizákru	they study
zakírt	you (m) studied	tizáakir	you (m) study
zakírti	you (f) studied	tizákri	you (f) study
zakírtu	you (p) studied	tizákru	you (p) study
zakírtu	I studied	ʔazáakir	I study
zakírna	we studied	nizáakir	we study

N5.5 Like the /kallim/, /zaakir/-type verbs (CVVCVC stems) have the same stems in the perfect and the imperfect. Note the elision of /i/ before suffixes, and shortening of /aa/: /zákrit/ (N2.3). Note also the stress shift in the 1st and 2nd pers. forms in the perfect and shortening of /aa/. VV never occurs unstressed.

With verbs ending in /d/ (like /sáaʃid/ 'he helped'), the /d/ assimilates to the following /-t/ in the 1st and 2nd pers. forms of the perfect: /saʃítt/ 'I helped'.

DRILLS

LIST 5.3 Verbs

záakir	he studied
ʔáabil	he met
sáaʃid	he helped
sáafir	he travelled
ʔáawil	he tried
gáawib	he answered

5.11 T: *háawil.* 'He tried.' *ána.*

S: *hawílt.* 'I tried.'

T: *húmma.*

S: *háwlu.*

Continue with other persons, using the following:

sáafir.

ʔábl-ilmudíir.

gáawib.

sáʔd-issítt.

záakir.

zákr-iddárs-issáʔb.

5.12 T: *láazim yiháawil.* 'He must try.' '*ána.*'

S: *láazim ʔaháawil.* 'I must try.'

T: *íhna.*

S: *láazim niháawil.*

Continue with other persons, using the sentences in drill 5.11.

5.13 T: *laa sállim ʔála-lmudíir wála sáafir.* 'He neither said good-bye to the director nor left.' *húmma.*

S: *laa sallímu ʔála-lmudíir wála sáfru.* 'They neither said good-bye to the director nor left.'

Continue with other persons, using the following:

laa ʔábl-ittalámza wála fássar-iddárs.

laa tárgim-ilkílma wála kámmil-ilgúmla.

láazim yizáakir wálla-ysáafir,

E. Imperative form of verbs.

<i>kállim</i>	Speak (m)	<i>záakir</i>	study (m)
<i>kallími</i>	Speak (f)	<i>zákri</i>	study (f)
<i>kallímu</i>	Speak (p)	<i>zákru</i>	study (p)

kállim ʔáhmád. Speak (m) to Ahmad.

kallími-lmudárris. Speak (f) to the teacher.

záakir. Study (m).

zákr-iddárs. Study (m) the lesson.

zákru-ddárs. Study (p) the lesson.

N5.6 The imperative forms of all verbs are the same as the 2nd pers. forms of the imperfect without the /ti-/ prefix.

N5.7 Note the elision of /i/ of /záakir/ before a following word, as before a suffix: /záakir/ + /iddárs/ is /zákr-iddárs/, like /záakir/ + /-i/ (f) is /zákri/.

DRILLS

- 5.14 T: kállim ?áħmad. 'He spoke to Ahmad.'
 S: kállim ?áħmad. 'Speak to Ahmad.'
 kallími ?áħmad. 'Speak (f) to Ahmad.'
 kallímu ?áħmad. 'Speak (p) to Ahmad.'

Continue with the following:

fáassar-iddárs.	sáafir.
záakir řárabi.	tárgim-ilkílma di.
kámmil-ilgúmla.	sállim řála-rráagil.
?ábl-innáařir.	ħáawil.

- 5.15 T: kállim sáami. 'Speak (m) to Sami.'
 S: láazim tikállim sáami. 'You (m) must speak to Sami.'
 Continue with f. and p. forms, using the sentences in drill 5.14.

SUPPLEMENTARY DRILLS

- 5.16 yátára, dáragit-ilħaráara kaam, 'I wonder, what is the temperature?'
 yátára, féen-ilkitáab. 'I wonder, where is the book?'

Continue with the following:

When is the lecture?	Why was he late?
What time is it?	What is the weather like today?
What is the word in English?	What is the temperature today?
What time did I come?	Where is the professor?
Who taught this class?	What is the weather like in Cairo?

- 5.17 miř řáarif dáragit-ilħaráara kaam.
 miř řarfa dáragit-ilħaráara kaam.
 Continue with the sentences in drill 5.16.

Conversation

CLASS SCHEDULES

- | | |
|--|--|
| 1. ʔándak kam <u>híssit</u> <u>ʔárabi</u>
fi-lʔusbúuʔ, | How many Arabic classes do you
have a week? |
| 2. ʔándi sábaʔ <u>hísas</u> fi-lʔusbúuʔ. | I have seven classes a week. |
| 3. ímta <u>hísas-ilʔárabi</u> , | When are the Arabic classes? |
| 4. kúll ⁱ yóom-issúb ^h <u>h</u> -issáaʔa tísʔa,
wi yóom-ittaláat wi-lxamíis
baʔd-iddúhr-issáaʔa wánda. | Every day in the morning at nine,
and Tuesday and Thursday after-
noon at one. |
| 5. wi-l <u>híssa</u> kam diʔíiʔa, | And how many minutes is the class? |
| 6. <u>hísas-issúb^h<u>h</u></u> sáaʔa-lla <u>ʔáʃar</u>
daʔáayiʔ. | The morning classes are for fifty
minutes. |
| 7. wi <u>hísas</u> báʔd ⁱ -ddúhr ⁱ sáaʔa-w
<u>rubʔ</u> . | The afternoon classes are for an
hour and a quarter. |
| 8. bitáaxud <u>mawadíiʔ</u> tanyíin? | Are you taking any other subjects? |
| 9. áywa. báaxud taríix wi <u>tabíiʔa-w</u>
ʔalmáani. | Yes, I am taking history and physics
and German. |
| 10. ínta láazim maʃyúul ʔáwi. | You must be very busy. |
| 11. áywa. ʔándi <u>ʔárbaʔ</u> <u>muḥadráat</u> yoom
litnéen wi-l <u>árbaʔ</u> wi-lgúmʔa. | Yes, I have four lectures on Monday
and Wednesday and Friday, |
| 12. wi tálat <u>muḥadráat</u> yóom-ittaláat
wi-lxamíis. | and three lectures on Tuesday and
Thursday. |
| 13. yóom-issábt ⁱ wi-lḥádd ⁱ ʔándi
ʔagáaza. | On Saturday and Sunday I have (a
holiday) no classes. |
| 14. ʔamált ⁱ ʔee yóom-issábt, | What did you do last Saturday? |
| 15. ʔaʔátt-issúb ^h <u>h</u> fi-lbéet. | I stayed at home in the morning. |
| 16. ʔamált ⁱ wágbi-w darást ⁱ ḥawáali
<u>ʔárbaʔ</u> saʔáat. | I did my assignment and studied
about four hours. |

- | | |
|--|--|
| <p>17. wi katábtⁱ tálat gawabáat, li
 <u>sañbí</u>ti Mary, wi-l <u>sañbí</u> Bill,
 wi-l ʔaxuuyá John.</p> <p>18. báʔdⁱ-ddúhrⁱ-nzílt-ilbálad máʔa
 Tom bi ʔarabiyyítu.</p> <p>19. híyya di ʔarabiyyítak?</p> <p>20. laʔ. di ʔarabiyyit Tom.</p> | <p>I also wrote three letters, one to
 my friend Mary, one to my friend
 Bill, and one to my brother John.</p> <p>In the afternoon, I went downtown
 with Tom in his car.</p> <p>Is this your car?</p> <p>No, this is Tom's car.</p> |
|--|--|

Pronunciation practice

CC sequences		-ʔ/-ʔa contrasts	
ñaʔl	farʔ	tísaʔ	šamʔ
ñalʔ	faʔr	tíʔa	šámʔa
sudʔ	daʔn	gámaʔ	šámmaʔ
ʔuʔd	šanʔ	gámʔa	waʔʔ
waʔʔ	waʔt	gamʔ	wáʔʔa

Grammar

A. Construct phrases: noun + noun.

da máktab mudíir.	This is a director's office.
da máktab-ilmudíir.	This is the director's office.
da máktab mudíir-iššírka.	This is the company director's office.
da máktab mudíir šírkit-innúur.	This is the office of the director of the Light Company.
dool makátb-ilmudíir.	These are the director's offices.
dool makáatib mudiríin-iššírka.	These are the offices of the directors of the company.
di šántit-issítt.	This is the lady's purse.
šántit-issítt ⁱ -gdíida.	The lady's purse is new.
máktab-ilmudíir gidíid.	The director's office is new.

N6.1 The sequence of nouns in these sentences are called construct phrases.

Construct phrases are used to express possession or similar relationships: /kitáab-ittilmíiz/ 'the student's book', /lóon-ilkitáab/ 'the color of the book'. Construct phrases may be definite or indefinite and always consist of two constituents: (1) the last noun, and (2) the

noun or nouns preceding the last. The article can occur only with the last noun; its occurrence (or nonoccurrence) marks the whole phrase as definite (or indefinite).

N6.2 F. nouns ending in /a/ always have a special form in construct phrases except when occurring as the last noun; note: /šírka/ and /šírkit-innúur/, also /šánta/ and /šántit-issítt/, and /mudarrísa/ and /mudarríst-ilmaadrása/ 'the teacher (f) of the school'. This form of f. nouns, with /-it/ (or /-t/ if a vowel follows and CCC does not result) replacing /a/, is called the bound form.

P. nouns ending in /a/ (except those whose form is CVCVCa) have a bound form in construct phrases: /talámza/ and /talámzit-ilšárábi/.

DRILLS

LIST 6.1 Nouns

sáafa	sašáat	watch, hour
tarabéeza	tarabizáat	table
šarabíyya	šarabiyyáat	car
tazkára	tazáakir	ticket
šóoda	šúwad	room
maḥfáza	maḥáafiz	wallet

6.1 ahóo-ktáab-ilbínt. 'Here is the girl's book.'

Substitute for /kitáab/:

šálam	gízam	gázma	blúuza
šamíis	šánta	šarabíyya	tarabéeza
mandíil	bádla	sáafa	šúnat
bantalóon	tazkára	burnéeta	šasádza

6.2 da-ktáab-ilbínt-ilgidíid. 'This is the girl's new book.'

Substitute for /kitáab/, using the nouns in drill 6.1.

6.3 kitáab-ilbíntⁱ da-gdíid. 'This girl's book is new.'

Substitute for /kitáab/, using the nouns in drill 6.1.

B. Construct phrases: noun + pronoun.

da šálam tilmíiz.	This is a student's pencil.
da šálam-ittilmíiz.	This is the student's pencil.
da šálamu.	This is his pencil.

di <u>šántit</u> sitt.	This is a lady's purse.
di <u>šántit</u> -issítt.	This is the lady's purse.
di <u>šántí</u> tha.	This is her purse.
di <u>šántí</u> ti.	This is my purse (or briefcase).

N6.3 Pronouns in construct phrases have a bound form (cf. N5.3). Construct phrases of noun + noun may be indefinite /ʔálam tilmíiz/, or definite /ʔálam-ittilmíiz/. However, noun + pronoun construct phrases are only definite /ʔálamu/. Bound pronouns, like the article, mark a noun as definite. Hence a noun may occur with the article, or with a bound pronoun, but never with both.

N6.4 The full set of bound pronouns is given in the following table. Note that there are two groups: Group I has the structure -V(C), and Group II -CV(C).

		ʔálam	nímra
I.	1 s.	ʔáлами	nimríti
	2 m.	ʔálamak	nimrítak
	2 f.	ʔálamik	nimrítik
	3 m.	ʔálamu	nimrítu
II.	3 f.	ʔalámha	nimrítha
	1 p.	ʔalámna	nimrítna
	2 p.	ʔalámkum	nimrítkum
	3 p.	ʔalámhum	nimrítum

Table 6.1

N6.5 In the construction noun + pronoun, either the noun or the pronoun, or both, may undergo some change. Remember that VV does not occur before CC, nor unstressed, and that CCC does not occur.

Nouns ending in VC add the pronouns with no changes unless the stem ends in /iC/: /wáagib/, /wágbi/, /wagíbna/. Note the shift of stress before Group II pronouns.

F. and p. nouns ending in /a/ always have the bound form (N6.2) before pronouns. Note that the f. noun /ʔóoda/ has the bound forms /ʔutt/ before Group I pronouns and /ʔudít/ before Group II.

DRILLS

6.4 T: 'Pencil.'

S₁: feen 'álamak. 'Where is your pencil?'

S₂: ahóo 'áлами. 'Here is my pencil.'

Continue with the following:

<u>šúnat</u>	<u>šánta</u>	sáaʃa
kútub	bádla	ʔóoda
wáagib	žakíttá	<u>tarabéeza</u>
gízam	gázma	<u>tazkára</u>
<u>sáaḥib</u>	<u>ʔarabíyya</u>	<u>maḥfáza</u>

6.5 T: 'Pencil.'

S₁: 'álam miin da, 'Whose pencil is this?'

S₂: da 'álamu. 'This is his pencil.'

Continue with the nouns in drill 6.4.

6.6 T: 'Pencil.'

S₁: feen 'alámkum. 'Where is your pencil?'

S₂: ahóo 'alámna. 'Here is our pencil.'

Continue with the nouns in drill 6.4.

6.7 T: 'Pencil.'

S₁: da 'alámha? 'Is this her pencil?'

S₂: laʔ. da miš 'alámha. da 'alámhum. 'No, this is not her pencil;
this is their pencil.'

Continue with the nouns in drill 6.4.

C. Verbs: /katab/-type.

kátab	he wrote	yíktib	he writes
kátabit	she wrote	tíktib	she writes
kátabu	they wrote	yíktíbu	they write
katábt	you (m) wrote	tíktib	you (m) write
katábtí	you (f) wrote	tíktíbi	you (f) write
katábtu	you (p) wrote	tíktíbu	you (p) write
katábt	I wrote	ʔáktib	I write
katábna	we wrote	níktib	we write

líbis	he got dressed	yílbis	he gets dressed
líbsit	she got dressed	tílbis	she gets dressed
líbsu	they got dressed	yilbísu	they get dressed
libíst	you (m) got dressed	tílbis	you (m) get dressed

N6.6 /katab/-type verbs (CVCVC stems in the perfect) have CCVC (here CCiC) stems in the imperfect. Note the elision of /i/ in /líbsit/ (N2.3).

N6.7 The imperative forms of these verbs are the same as others (N5.6). However, since words do not begin with CC, /i/ is prefixed: /íktib/ (m), /íktíbi/ (f), /íktíbu/ (p); /ílbis/, /ilbísi/, /ilbísu/.

DRILLS

LIST 6.2 Verbs

dáras	he studied
kátab	he wrote
ʔáfal	he closed, locked
ʔámal	he made, did
líbis	he got dressed, put on
nízil	he went (got) down
mísik	he took hold of, grasped

6.8 T: dáras. 'He studied.'

S: dáras. dárasit. dárasu. 'He, she, they, studied.'

Continue with other verbs.

6.9 T: ʔámal wágbu. 'He did his assignment.' ána.

S: ʔamáltⁱ wágbi. 'I did my assignment.'

T: húmma.

S: ʔámalu wagíbhum.

Continue with other persons, using the following:

líbis gazmítu.

mísik ʔálamu.

ʔáabil sáñbu.

kátab-ilkílma.

ʔáfal šantítu.

dáras-iddárs.

tárgim gumlítu.

líbis wi nízil.

- 6.10 T: láazim yíʃmil wágbu. 'He must do his assignment.' ána.
 S: láazim ʔáʃmil wágbi. 'I must do my assignment.'
 T: húmma.
 S: láazim yiʃmílu wagíbhum.
 Continue with other persons, using the sentences in drill 6.9.

- 6.11 T: ʃámal wágbu. 'He did his assignment.'
 S: ʔíʃmil wágbak. 'Do your assignment.'
 ʔíʃmíli wágbik.
 ʔíʃmílu wagíbhum.
 Continue with the sentences in drill 6.9.

D. /húwwa/, /híyya/, /húmma/ as question words.

da-ktáab-ittilmíiz.	This is the student's book.
da-ktáab-ittilmíiz?	Is this the student's book?
húwwa da-ktáab-ittilmíiz?	Is this the student's book?
ilbínt ⁱ sáfrit.	The girl left.
ilbínt ⁱ sáfrit?	Did the girl leave?
híyya-lbínt ⁱ sáfrit?	Did the girl leave?
ittalámza biyzákru ʃárabí.	The students study Arabic.
ittalámza biyzákru ʃárabí?	Do the students study Arabic?
húmma-ttalámza biyzákru ʃárabí?	Do the students study Arabic?

- N6.8 Questions may be formed from statements (verbal with free subjects or equational) by placing the 3rd pers. free pronouns (here used as question words) before the subject. When so used, these pronouns agree in gender or number with the subject.

DRILLS

- 6.12 T: ittilmíiz ʃámal wágbu. 'The student did his assignment.'
 S₁: húwwa-ttilmíiz ʃámal wágbu? 'Did the student do his assignment?'
 S₂: híyya-ttilmíiza ʃámalit wagíbha? 'Did the student do her assignment?'
 S₃: húmma-ttalámza ʃámalu wagíbhum? 'Did the students do their assignment?'
 Continue with the sentences in drill 6.9, adding the free subject /ittilmíiz/.

6.13 híyya di ʔarabiyyítak? 'Is this your car?' Substitute:

ʔálam	<u>tazkára</u>	kútub
sáaʔa	<u>šánta</u>	bádla
<u>šúnat</u>	wáagib	tazáakir
máktab	<u>maḥfáza</u>	<u>burnéeta</u>
gázma	<u>ʔóoda</u>	<u>sáaḥib</u>

E. Numerals before nouns: 3-10.

katábt ⁱ kam gawáab,	How many letters did you write?
taláata.	Three.
tálat gawabáat.	Three letters.
ittálat gawabáat dool.	These three letters.
dool xámas kútub gudáad.	These are five new books.
dool-ilxámas kútub-ilgudáad.	These are the five new books.
ilxámas kútub dool gudáad.	These five books are new.

N6.9 The numerals three through ten have a special form used before nouns. The counting and pre-nominal forms are given in the following table. The numerals one and two do not have pre-nominal forms; their use with nouns will be taken up in Lesson 15.

	<u>Counting</u>	<u>Pre-nominal</u>
3	taláata	tálat
4	<u>ʔarbáʔa</u>	<u>ʔárbaʔ</u>
5	xámsa	xámas
6	sítta	sitt
7	sábʔa	sábaʔ
8	tamánya	táman
9	tísʔa	tísaʔ
10	<u>ʔášara</u>	<u>ʔášar</u>

Table 6.2

N6.10 The numeral + noun + adjective phrases are either indefinite /xámas kútub gudáad/ 'five new books', or definite /ilxámas kútub-ilgudáad/ 'the five new books'. In the definite phrase the article occurs with the numeral and with the adjective, but not with the noun. The numeral and the noun pattern as one constituent, the adjective as the other.

- N6.11 The question word /kaam/ 'how much, how many' is always followed by a singular noun. Note that before nouns /kaam/ shortens to /kam/.
- N6.12 There are a few nouns which have a special p. form used only after numerals.

day	yoom	?ayyaam	tálat tiyyáam
month	<u>šahr</u>	<u>?ášhur</u>	<u>túšhur</u>
line	<u>satr</u>	<u>?ástur</u>	<u>tústur</u>
thousand	alf	?aláaf	taláaf

The numeral /sitta/ has the form /sit/, rather than /sitt/, before these nouns: /sit tiyyáam/.

DRILLS

- 6.14 T: dool kam kitáab, 'How many books are these?' xámsa.
S: dool xámas kútub. 'These are five books.'

Continue with the numerals 3-10, using the following nouns:

kílma	sitt	<u>šánta</u>
gúmla	su?áal	<u>?amíis</u>
<u>ráagil</u>	tamríin	sáaʔa
bint	?álam	<u>tazkára</u>
tilmíiz	mandíil	<u>?arabíyya</u>

- 6.15 ittálat kútub dool gudáad. 'These three books are new.'
Substitute for /kútub/, using the nouns in drill 6.14.
- 6.16 ahúm-il?árbaʔ kútub-ilgudáad. 'Here are the four new books.'
a. Substitute in the position of /?árbaʔ/.
b. Substitute in the position of /kútub/, using the nouns in drill 6.14.
c. Substitute in either position.

- N6.13 Stress. In Lessons 1-6, stress has always been marked by the acute accent. A study of the examples will yield several generalizations regarding the occurrence of stress. (1) A word never has more than one stress. (2) If a word ends with CC, then the last syllable is always stressed: /katábt/, /fihímt/, /kallímt/. (Note that this is true even if /i/, written above the line, is added: /kallímtⁱ mudfir/. The syllable with raised /i/ is never stressed.) (3) If a word has a

long vowel (VV), then this is always stressed regardless of which syllable has the VV: /fáahim/, /gidíid/, /makáatib/. (Note that a word never has more than one VV, that VV never occurs unstressed, and that a word ending with CC never has VV:)

Accordingly the marking of stress can readily be simplified. From here on, stress will be marked by the accent only if the word does not end with CC, and does not have VV. Thus stress will no longer be marked on any words similar to the examples given above, but will be marked on words such as /kátabit/, /mudárris/, /mudarrísa/.

SUPPLEMENTARY DRILLS

- 6.17 ?imtiñáan-ittaríix-issáaʃa tísʃa. 'The history examination is at 9 o'clock.' Substitute:

on Monday
at 1:00
on Thursday
at 8:30
on Friday
on Tuesday afternoon
at 9:45
on Wednesday at 1:15
on Saturday
on Thursday afternoon at 2:45

- 6.18 ñísas báʃd-iddúhrⁱ sáaʃa-w rubʃ. 'The afternoon classes are one hour and a quarter.' Substitute:

half an hour
three hours
an hour and a half
four hours
three hours and a quarter
an hour and ten minutes

Conversation

LEARNING ARABIC

- | | |
|---|--|
| 1. ba'aalak 'add ⁱ 'ee-btídris
<u>ʔárabí</u> , | How long have you been studying
Arabic? |
| 2. ba'aali 'ádris <u>ʔárabí</u> hawaali
sábaʔ 'asabiiʔ.
hawaali tálat <u>túshur</u> | I have been studying Arabic for
about seven weeks.
for about three months |
| 3. bidzaakir <u>ʔárabí</u> kam saaʔa
fi-lyoom, | How many hours a day do you study
Arabic? |
| 4. bazaakir hawaali tálat saʔaat. | I study about three hours. |
| 5. bitistáʔmil-il <u>ʔárabí</u> <u>bárra-lfasl</u> ? | Do you use Arabic outside of the class? |
| 6. áywa. 'abilt ⁱ tilmíiz min <u>masr</u> . | Yes, I have met a student from Egypt. |
| 7. húwwa biysaʔídni bi-l <u>ʔárabí</u> . | He helps me with Arabic. |
| 8. w-ána basáʔdu bi-l'ingiliizi. | And I help him with English. |
| 9. bañaawil 'akallímu bi-l <u>ʔárabí</u> . | I try to speak to him in Arabic. |
| 10. wi húwwa biygawíbni bi-l'ingiliizi. | And he answers me in English. |
| 11. wi-ttaalib-il <u>masrí</u> da-byídris 'ee, | What is this Egyptian student studying? |
| 12. biyídris handása fi-lgámʔa hína. | He is studying engineering here at
the university. |
| 13. 'abilt-ittaalib da feen, | Where did you meet this student? |
| 14. 'abíltu máʔa waahíd <u>sáñbi</u>
fi-lmaktába. | I met him with a friend of mine in
the library. |
| 15. w-ínta-btídris <u>ʔárabí</u> lee, | Why are you studying Arabic? |
| 16. simíʔt ⁱ -ktiir ʔan-il <u>ʔárab</u> wi
taríxhum wi 'adábhum. | I have heard a lot about the Arabs
and their history and literature. |
| 17. wi darast ⁱ guyráfyit <u>masr</u> , | And I studied the geography of Egypt. |
| 18. wi haaxud bakaluryoos 'adaab
<u>taxássus</u> dirasaat-iššar?
-il'áwsat. | I expect to get (will take) a B.A.
with a concentration in Middle
Eastern Studies. |

19. wi-ssána-lgáyya ħazuur masrⁱ
wi-lbilaad-ilṣarabíyya.

And next year I am going to visit
Egypt and the Arab countries.

20. ṣaṣaan kída laazim ʔáṣraf ṣárabí.

For these reasons (hence) I must
know Arabic.

Grammar

A. More on bound pronouns.

da beet-irraagil.	This is the man's house.
da beetu.	This is his house.
da bítna.	This is our house.
da dársu.	This is his lesson.
da darsína.	This is our lesson.
da kúrsi.	This is a chair.
da kursii.	This is his chair.
da kursiina.	This is our chair.

N7.1 The nouns /beet/, /dars/, and /kúrsi/ + pronoun illustrate other types of change in stem or pronoun (cf. N6.3-5). The full set of pronouns with these nouns is given below.

		beet	dars	kúrsi
I.	1 s.	beeti	dársi	kursíyya
	2 m.	beetak	dársak	kursiik
	2 f.	beetik	dársik	kursiiki
	3 m.	beetu	dársu	kursii
II.	3 f.	bítha	darsáha	kursiha
	1 p.	bítna	darsína	kursiina
	2 p.	bítikum	darsúkum	kursiikum
	3 p.	bíthum	darsúhum	kursiikum

Table 7.1

Nouns ending in VVC shorten the VV before Group II pronouns. Note that /ee/ shortens to /i/; similarly /oo/ shortens to /u/.

Nouns ending in CC add a vowel (always stressed) before Group II pronouns. With the exception of /-na/, which takes /i/, the added vowel is the same as that of the pronoun. Note that /bint/ + pronouns should be translated 'daughter' not 'girl'.

M. nouns ending in V lengthen this V before all pronouns, and Group I pronouns have different forms. 1 s. is /-yya/ after stems ending in /i/; after stems ending in any other V, it is /-ya/: /mabnaaya/, /ʔabuuya/. 2 m. is /-k/ and 2 f. is /-ki/. 3 m. is marked only by the lengthening of the stem-final V: /mabnaa/, /ʔabuu/.

Note that /ʔabb/ 'father' and /ʔaxx/ 'brother' have different stems before pronouns: /ʔabu-/, /ʔaxu-/.

N7.2 Examining the nouns which have occurred in Lessons 1-7, you will notice that most f. nouns end in /a/, a few in a consonant: /kílma/, /sitt/. On the other hand, most m. nouns end in a C, a few in a V, /i/ or /a/: /kitaab/, /kúrsi/, /mábna/. Hence a noun ending in /a/ may be m. or f. (although most such nouns are f.). Similarly a noun ending in a C may be f. or m. (although most such nouns are m.). From now on, for every noun introduced, the gender will be identified. Nouns ending in /a/ are f. unless identified as m. Nouns ending in a C are m. unless identified as f. Nouns ending in /i/ are m; thus /kílma/, /sitt/ (f), /kitaab/, /kúrsi/, /mábna/ (m).

DRILLS

LIST 7.1 Nouns

gawaab	gawabaat	letter
ʔaxx, ʔuxt (f)	ʔixwaat	brother, sister
kúrsi	karaasi	chair
mábna (m)	mabaani	building
yáda (m)		lunch
dáwa (m)	ʔadwíya	medicine
<u>saañib</u>	<u>ʔasñaab</u>	friend

7.1 T: beet.

S₁: feen beetak.

S₂: ahoo beeti.

Continue with the following:

<u>bantaloon</u>	<u>ʔasñaab</u>	ʔuxt	kúrsi	mábna
mandiil	<u>fasl</u>	bint	ʔabb	yáda
gawabaat	ʔism	<u>satr</u>	ʔaxx	dáwa

7.2 T: beet.

S₁: beet miin da,

S₂: da beetu.

Continue with the nouns in drill 7.1.

7.3 T: beet.

S₁: faen bítum.

S₂: ahoo bítna.

Continue with the nouns in drill 7.1.

7.4 T: beet.

S₁: húwwa da bítha?

S₂: la?. da miš bítha. da bíthum.

Continue with the nouns in drill 7.1.

7.5 T: il'ooda-kbiira. íntu.

S: ?udítum kibiira.

T: ána.

S: ?útti-kbiira.

Continue with other persons, using the following:

ilwaagib safb.

il'alam ?ámar.

il'arabíyya zár'a.

issaafa yálya.

ilgawabaat muhimmiin.

ilkitaab rixiis.

iddarsⁱ safb.

ilkúrsi-gdiid.

ilfaslⁱ faadi.

il'axxⁱ fayyaan.

B. Verbs: more /katab/-type.

'understand'

fíhim	3 m.	yífham
fíhmit	3 f.	tífham
fíhmu	3 p.	yifhámu
fihimt	2 m.	tífham
fihímti	2 f.	tifhámi
fihímtu	2 p.	tifhámu
fihimt	1 s.	?áfham
fihímna	1 p.	nífham

'ask'

sá'al	3 m.	yís'al
sá'alit	3 f.	tís'al
sá'alu	3 p.	yis'álu
sa'alt	2 m.	tís'al
sa'álti	2 f.	tis'áli
sa'áltu	2 p.	tis'álu
sa'alt	1 s.	?ás'al
sa'álna	1 p.	nís'al

'enter'			'go out'		
dáxal	3 m.	yúdxul	xárag	3 m.	yúxrug
dáxalit	3 f.	túdxul	xáragit	3 f.	túxrug
daxalt	2 m.	túdxul	xaragt	2 m.	túxrug

N7.3 The /katab/-type verbs in Lesson 6.C all have CCiC imperfect stems. Other /katab/-type verbs have CCaC or CCuC imperfect stems. The CCiC and CCaC imperfect stems are common; only a few verbs have CCuC. The vowel of the imperfect of /katab/-type verbs cannot be predicted and must be learned for each verb.

The imperatives are regular (N6.7): /ífham/ (m), /ifhámi/ (f), and /ifhámu/ (p).

Note that verbs with CCuC imperfect stems also have /u/ in the subject prefixes.

DRILLS

LIST 7.2 Verbs

báʔat, yíbʔat	send	dáxal, yúdxul	enter
sáʔal, yísʔal	ask	xárag, yúxrug	go out
fátaḥ, yíftaḥ	open	ʔáʔad, yúʔʔud	sit, stay
ʔírif, yíʔraf	know	tálab, yútlub	ask for
símiʔ, yísmaʔ	hear, listen		
ʔálaʔ, yíʔlaʔ	take off, undress		

7.6 T: fíhim dársu. ána.

S: fíhimtⁱ dársi.

T: húmma

S: fíhmu darsúhum.

Continue with other persons, using the following:

báʔat gawaab.

sáʔal suʔaal.

fátaḥ šantítu.

simʔ-ilmuḥádra.

dáxal wí ʔáʔad.

tálab-innámra.

ʔirf-ilbeet.

ʔálaʔ sáʔtu.

7.7 T: laazim yífham-iddars. ána.

S: laazim ?áfham-iddars.

T: húmma.

S: laazim yifhámu-ddars.

Continue with other persons, using the sentences in drill 7.6.

7.8 T: fihm-iddars.

S: ?ífham-iddars.

?ifhámi-ddars.

?ifhámu-ddars.

Continue with the sentences in drill 7.6.

7.9 laazim níktib-ilgawaab.

Substitute for /níktib/ using the following:

?áfal	mísik
báʕat	<u>tálab</u>
dáras	kámmil
fátaħ	kátab
tárgim	fíhim

7.10 ?iktíbu-lgawaab.

Substitute for /iktíbu/ using the verbs in drill 7.9.

C. Tense prefixes.

ʕamaltⁱ ?ee-mbaariħ,
katabtⁱ gawaab-imbaariħ.
zakírna-mbaariħ.

What did you do yesterday?
I wrote a letter yesterday.
We studied yesterday.

bitíʕmil ?ee dilwá?ti,
báktib gawaab dilwá?ti.
binzaakir dilwá?ti.
binzaakir kullⁱ yoom.

What are you doing now?
I am writing a letter now.
We are studying now.
We study every day.

ħatíʕmil ?ee búkra,
ħáktib gawaab búkra.
ħanzaakir búkra.

What are you going to do tomorrow?
I am going to write a letter tomorrow.
We are going to study tomorrow.

N7.4 The tense prefixes /bi-/ and /ña-/ are used only with the imperfect form of verbs. /ña-/ (future) expresses future or intended action. /bi-/ (non-future) expresses action in process (continuous), or regular, repeated, and habitual action.

Note: bi- + ?áktib = báktib

bi- + níktib = biníktib

bi- + nizaakir = binzaakir (elision of unstressed /i/)

bi- + tizaakir = bidzaakir (assimilation of /t/ to /d/)

ña- + ?áktib = ñáktib

ña- + níktib = ñaníktib

ña- + nizaakir = ñanzaakir

ña- + tizákri = ñadzákri

N7.5 The time word /imbaariñ/ is used only with the perfect. /dilwá'ti/ and /kullⁱ yoom/ are used with the imperfect with /bi-/. /búkra/ is used with the imperfect with /ña-/.

N7.6 Two new types of verbal sentences are also introduced here (cf. N3.3); verb + (time) complement /zakírna-mbaariñ/, and verb + object + complement /katabtⁱ gawaab-imbaariñ/.

DRILLS

7.11 T: biyísmil-ilwaagib kullⁱ yoom. ána.

S: básmil-ilwaagib kullⁱ yoom.

T: húmma.

S: biyísmílu-lwaagib kullⁱ yoom.

Continue with other persons, using the following:

báfat gawaab.

kátab gawaab.

simí-ilmuñádra.

líbis gazmítu.

tálab-innámra.

zaakir dársu.

dáras ?ingiliizi.

dárris fárabí.

7.12 T: ñayísmil-ilwaagib búkra. ána.

S: ñaísmil-ilwaagib búkra.

T: húmma.

S: ñayísmílu-lwaagib búkra.

Continue with other persons, using the sentences in drill 7.11.

7.13 T: ʕámalit ʔee-mbaariḥ, kullⁱ yoom.

S: bitíʕmil ʔee kullⁱ yoom,

T: búkra.

S: ḥatíʕmil ʔee búkra,

T: imbaariḥ.

S: ʕámalit ʔee-mbaariḥ,

Continue with the verbs in drill 7.11.

7.14 xarágna-mbaariḥ. Substitute:

ínti	<u>búkra</u>	íntu
kull ⁱ yoom	kámmil	símiʕ
ʔaakir	húwwa	dáras
ána	<u>fássar</u>	ána
<u>búkra</u>	dilwáʔti	imbaariḥ
ʕírif	ínta	kull ⁱ yoom
húmma	líbis	híyya
imbaariḥ	íḥna	<u>xárag</u>
saafir	kátab	<u>búkra</u>
íntu	<u>búkra</u>	imbaariḥ

D. Active participles of /katab/-type verbs.

kátab-ilgawaab.

He wrote the letter.

biyíktib-ilgawaab.

He is writing the letter.

húwwa kaatib.

He (is the one who) has written.

húwwa katb-ilgawaab.

He has written the letter.

híyya kátba.

She (is the one who) has written.

húmma katbiin.

They (are the ones who) have written.

xárag-imbaariḥ.

He went out yesterday.

biyúxrug dilwáʔti.

He is going out now.

húwwa xaerig dilwáʔti.

He is going (is about to go) out now.

híyya xárga.

She is going (is about to go) out.

húmma xargiin.

They are going (are about to go) out.

N7.7 The active participle of /katab/-type verbs has the structure CaaCiC and is regularly derived from the 3 m. perfect form of the verb.

Like adjectives, the active participle is inflected for gender or number. The f. is marked by /-a/: /kátba/, /xárga/; and the p. by /-iin/: /katbiin/, /xargiin/.

Like verbs, the active participle may take an object /katb-ilgawaab/, or a complement /xaarig dilwá?ti/.

The active participle of all verbs except verbs of locomotion is used to express 'the doer of' or 'the one who has done' the action. In meaning, these participles match closely the present perfect construction in English.

The active participle of verbs of locomotion (like /xárag/ 'go out', /dáxal/ 'enter') expresses 'the doer of' or 'the one who is doing' or 'the one who is about to do' the action.

DRILLS

7.15 T: ʔírif. ínti.

S: ʔirífti. ínti ʔárfa.

T: íhna.

S: ʔirífna. íhna ʔarfiín.

Continue with other persons, using the following:

símiʔ	líbis
fíhim	dáras
ʔáfal	ʔáʔad

7.16 T: ʔayúdxul. ínta.

S: ʔatúdxul. ínta daaxil.

T: íhna.

S: ʔanúdxul. íhna daxliín.

Continue with other persons, using the following:

nízil	xárag
-------	-------

7.17 T: ?ála? sá?tu. híyya.

S: ?ála?it sa?ítha. híyya ?álsa sa?ítha.

T: húmma.

S: ?ála?u sa?íthum. húmma ?al?iin sa?íthum.

Continue with other persons, using the following:

bá?at gawaab.

?ámal wágbu.

líbis sá?tu.

dáras duruusu.

laa ?ámal wágbu wála dáras duruusu.

SUPPLEMENTARY DRILLS

7.18 ba?aali ?ádris ?árabí ?awaali xámas ?asabii?.

Substitute for /xámas ?asabii?/:

8 weeks 5 months

4 months 6 weeks

3 weeks 7 months

9 months 6 months

10 weeks 7 weeks

7.19 múmkin ti?úlli-ssaa?a kaam min fádlak,

Substitute for /issaa?a kaam/:

How many classes a week do you have?

When are the Arabic classes?

How many minutes are there in a class period?

How many hours do you study Arabic?

When is the physics exam?

Where did you meet this student?

What is this student studying?

How long have you been studying Arabic?

What time did you leave?

What is the temperature today?

7.20 múmkin ti?uliili-ssaa?a kaam min fádlík,

Continue as in drill 7.19.

LESSON 8

iddars-ittamin

Conversation

PREPARING FOR AN EXAM

- | | |
|--|--|
| 1. ?ee-lhikaaya ya <u>rašaad</u> .
it?axxart ⁱ lee, | What's the matter (story), Rashad?
Why are you late? |
| 2. ?aasif la mu?áxza. it?axxart ⁱ
fi-nnoom, | I'm sorry, I overslept. |
| 3. ?ašaan-ilminábbih bitaa?i wí?if. | Because my alarm clock stopped. |
| 4. ímta-rgift ⁱ -mn-il?agaaza. | When did you get back from the
vacation? |
| 5. rigift-imbaarih.
?áwwil-imbaarih
imbarh-issubh
imbarh-idduhr
imbaarih bi-lleel
min šuwáyya | I got back yesterday.
the day before yesterday
yesterday morning
yesterday noon
last night
a little while ago |
| 6. ħatíšmil ?ee-nnahárda,
innahárda-ssubh
innahárda-dduhr
innahárda ba?d-idduhr
illilaadi | What are you going to do today?
this morning
at noon
this afternoon
tonight |
| 7. ħaruuh-ilmaktába ?ašaan ?azaakir
li-l?imtiĥaan. | I'm going to go to the library to
study for the examination. |
| 8. híyya-lmaktába ma?fuula-nnahárda? | Is the library closed today? |
| 9. la?. ilmaktába maftuuĥa-lyayt
-issaa?a xámsa misaa?an. | No. The library is open until 5:00
p.m. |
| 10. ħatíšhar-illeela? | Are you going to stay up late? |
| 11. áywa. ħazaakir liyayt-issaa?a
wáĥda sabaaĥan. | Yes. I am going to study until
1:00 a.m. |
| 12. ímta ?imtiĥaanak. | When is your exam? |

13. ?imtiñaan-ittariix búkra
-ssubh-issaaſa tamánya.

The history exam is tomorrow morning
at 8:00.

14. wi ?imtiñaan-ilguyráfya búkra
baſd-idduhr.
búkra bi-lleel
baſdⁱ búkra-ssubh

baſdⁱ búkra bi-lleel

And the geography exam is tomorrow
afternoon.
tomorrow evening
the day after tomorrow in the
morning
the day after tomorrow in the
evening

15. táyyib, yálla biina-nruuñ
-ilmaktába.

Fine, let's go to the library.

16. issaaſa bá?it hidaaſar.
íhna mit?axxariin.

It's already eleven o'clock.
We're late.

17. líssa bádrí. tafaala níſrab
fiſgaan ?áhwa.

It's still early. Come let's drink
a cup of coffee.

18. bádrí? la?, da wáxri ?áwi.

Early? No, it's very late.

Grammar

A. /bitaa?/ phrases.

kitaabi-gdiid.

My book is new.

ilkitaab bitaaſi-gdiid.

The book belonging to me is new.

ilkitaab bitaaſi.

The book belongs to me.

ilkitaab-ilgidiid bitaaſi.

The new book belongs to me.

ilkitaab bitaaſ-ittilmiiz.

The book belongs to the student.

ilkitaab bitaaſu.

The book belongs to him.

ilkútub bituuſu.

The books belong to him.

ilkútub bitúſha.

The books belong to her.

issaaſa-btaſt-ilwálad.

The watch belongs to the boy.

issaaſa-btáſtu.

The watch belongs to him.

issaaſaat bituuſu.

The watches belong to him.

N8.1 Possession and similar relationships (N6.1), may be indicated by the
construct phrase (noun + noun/bound pronoun). For most nouns,

possession may also be indicated using /bitaaʔ/: noun + /bitaaʔ/ + noun/bound pronoun. In this construction, nouns preceding (possessed) /bitaaʔ/ are always definite.

/bitaaʔ/ agrees in gender or number with the preceding noun. The form /bitaaʔ/ is used with m. nouns and /bituuʔ/ with p. nouns. These stems + pronouns undergo the same changes as stems ending in VVC (N7.1). The f. form is /bitaaʔit/ and undergoes changes as stems ending in /iC/ (N6.5).

/bitaaʔ/ is not used to indicate possession with nouns of family relationships except /issittⁱ-btáʔti/ 'my wife'.

/bitaaʔ/ phrases are used as noun attributives and occur in subjects /ilkitaab bitaaʔi-gdiid/ and in predicates /ilkitaab bitaaʔu/.

DRILLS

8.1 ilfustaan da-btaaʔ-issitt. Substitute for /fustaan/:

ilkitaab	iššúnat
iššánta	ilmábna
ilgízam	ilʔálam
ilʔarabíyya	ilburneeta
ilmandiil	ilmanadiil
ilkútub	ilmañfáza
issaaʔa	ilʔilaam

8.2 ilfustaan bitaaʔ-issittⁱ yaali.

Substitute for /fustaan/, using the nouns in drill 8.1.

8.3 T: kitaab.

S₁: feen-ilkitaab bitaaʔak.

S₂: ahoo-lkitaab bitaaʔi.

Continue with the nouns in drill 8.1.

8.4 T: kitaab.

S₁: feen-ilkitaab bitáʔkum.

S₂: ahoo-lkitaab bitáʔna.

Continue with the nouns in drill 8.1.

8.5 T: kitaab.

S₁: ilkitaab da-btaaʔ miin,

S₂: ilkitaab da-btaaʔu.

S₃: da-lkitaab bitaaʔu.

Continue with the nouns in drill 8.1.

8.6 T: kitaab.

S₁: húwwa-lkitaab da-btáʔha?

S₂: laʔ. ilkitaab da miš bitáʔha. da-btáʔhum.

Continue with the nouns in drill 8.1.

B. Prepositional phrases.

ilkitaab ʔála-lmáktab.

The book is on the desk.

ilkitaab ʔála maktábi.

The book is on my desk.

ilkitaab ʔála máktab-ilmudiir.

The book is on the director's desk.

ilkitaab ʔála máktab kibiir.

The book is on a large desk.

ilkitaab miš ʔála-lmáktab.

The book is not on the desk.

N8.2 A prepositional phrase consists of a preposition followed by a noun, or a noun phrase (construct or attributive). Construct and attributive phrases may be definite or indefinite.

Prepositional phrases are commonly used as predicates of equational sentences.

DRILLS

LIST 8.1 Nouns and prepositions

filuus (f)

money

dulaab

dawaliib

closet

durg

draag

drawer

wáraʔa

ʔawraaʔ

sheet of paper, leaf

fi

in

ʔála

on

máʔa

with

ʔabl

before

baʔd

after

ʔusaad

facing

8.7 T: ilfiluus fi-lmaḥfáza.

S: filuusi-f maḥfáztak.

Continue with the following:

- ilfiluus fi-lmaḥfáza. (?adiim)
- ižžakítta fi-ddulaab. (gidiid)
- ilʔálam fi-ddurg. (faadi)
- ilʔismⁱ ʔála-lwáraʔa. (kibiir)
- ilwáraʔa ʔála-ttarabeeza. (kibiir)
- ilbintⁱ máʔa-lmudarrísa. (masri).
- ilkitaab máʔa-lʔaxx. (suyáyyar)
- ilgawaab máʔa-lmudiir. (gidiid)
- iddulaab ʔusaad-ilmáktab. (kibiir)
- ilʔimtiḥaan baʔd-ilʔagaaza. (tawiil)
- ilʔimtiḥaan ʔabl-ilʔagaaza. (tawiil)

8.8 T: ilfiluus fi-lmaḥfáza.

S: filuus ʔaxuuya fi-lmaḥfáza-btaʔítha.

Continue with the sentences in drill 8.7.

8.9 T: ilfiluus fi-lmaḥfáza. (?adiim)

S: ilfiluus fi-lmaḥfáza-lʔadiima.

Continue with the sentences in drill 8.7.

C. Passive participles of /katab/-type verbs.

kátab-ilgawaab.

He wrote the letter.

ilgawaab maktuub.

The letter has been written.

ilgawabaat maktubiin.

The letters have been written.

kátab-ilgúmla.

He wrote the sentence.

ilgúmla maktuuba.

The sentence has been written.

ilgúmal maktubiin.

The sentences have been written.

N8.3 The passive participle of /katab/-type verbs has the structure maCCuuC. Like the active (N7.7), the passive participle is inflected for gender or number.

The passive participle expresses 'the result of' the action, and always implies completed action: /maktuub/ 'the result of writing', 'something written'.

Note that the object of the verbal sentence functions as the subject, and the passive participle as the predicate of the equational sentence.

DRILLS

LIST 8.2 Nouns

baab	bibaan	door
<u>soot</u>	<u>ʔaswaat</u>	voice, noise, sound
ñikaaya	ñikayaat	story
ʔílba	ʔílab	box
šubbaak	šababiik	window

8.10 ilkitaab maʔfuul. Substitute:

ilʔooda	ilbibaan	iddulaab
ilbaab	ilmaktába	iššababiik
iššánta	ilgawaab	ilgawabaat
ilʔúwad	iššúnat	iddurg
iššubbaak	ilʔílba	ilʔílab

8.11 ilkitaab miš maʔfuul. ilkitaab maftuuñ.
Substitute, using the nouns in drill 8.10.

8.12 T: kátab-ilgawaab.
S: zeenā kátha-lgawaab.
ilgawaab maktuub.

Continue with the following:

ʔámal-ilwaagib.	ʔáfal-iššubbaak.
simʔ-issoot.	ʔirf-ilñikaaya.
tálab-innīmra.	fihm-ilmuñádra.
fátañ-ilbaab.	ʔáfal-ilkitaab.

8.13 T: kátab-ilgawaab.
S₁: iktíbu-gawaab.
S₂: ilgawaab maktuub.

Continue with the sentences in drill 8.12.

D. Verbal sentences: time and place complements.

xárag-ímta,
xárag-imbaariñ.
xárag-issaaſa ſáſara.
 ñayúxruſ búkra.

dáxal feen,
 dáxal-ilbeet.
 dáxal-ilbeet-ímta,
 dáxal-ilbeet-issaaſa xámsa.

biyzaakir feen,
 biyzaakir hína/hinaak.
 biyzaakir fi-lbeet.
 biyzaakir fi-lbeet-ímta,
 biyzaakir fi-lbeet bi-lleel.

When did he go out?

He went out yesterday.

He went out at ten o'clock.

He is going to go out tomorrow.

Where did he enter?

He entered the house.

When did he enter the house?

He entered the house at 5 o'clock.

Where is he studying?

He studies here/there.

He is studying at home.

When does he study at home?

He studies at home in the evening.

N8.4 The question words /ímta/ and /feen/ can be replaced by complements.

Time complements replace /ímta/ and place complements /feen/.

Complements usually follow the verb. If the verb has an object, complements follow the object. Time, but not place, complements may precede the verb.

If both place and time complements occur after the verb (and the object if there is one), place complements precede time.

DRILLS

LIST 8.3 Verbs

<u>rígiſ</u>	<u>yírgaſ</u>	return
<u>síhir</u>	<u>yíshaſ</u>	stay up, stay awake
<u>śirib</u>	<u>yíśraſ</u>	drink
<u>wísił</u>	<u>yíwsał</u>	arrive
<u>tíſib</u>	<u>yítſab</u>	become tired
<u>ríkib</u>	<u>yírkab</u>	ride, board
<u>dárab</u>	<u>yídraſ</u>	beat, hit
<u>dáfaſ</u>	<u>yídfaſ</u>	pay
<u>kásar</u>	<u>yíksaſ</u>	break

8.14 xaragt-imbaariñ bi-lleel. Substitute:

zaakir.	dáxal-il?ooda.
rígiŋ.	šírīb ?áhwa.
saafir.	kásar-il?álam.
síhir.	rikb-il?arabíyya.
wísil.	tálab-innámra.
tíŋib.	?ámál-ilwaagib.
dáfaŋ.	dárab-ilwálad.

8.15 hanúxrug búkra.

Continue using the sentences in drill 8.14.

E. Numerals: 20-99.

ŋiŋriin	20	waahid wi ŋiŋriin	21
talatiin	30	itneen wi talatiin	32
?arbiŋiin	40	talaata-w ?arbiŋiin	43
xamsiin	50	?arbáŋa-w xamsiin	54
sittiin	60	xámsa-w sittiin	65
sabŋiin	70	sítta-w sabŋiin	76
tamaniin	80	sábŋa-w tamaniin	87
tisŋiin	90	tamánya-w tisŋiin	98

DRILLS

8.16 T: talaata zaa?id sítta - ysaawi kaam,

S: tíŋa.

T: wi sítta.

S: xamastaaŋar.

T: wi sítta.

S: waahid wi ŋiŋriin.

Continue, adding six.

Repeat, adding four.

8.17 T: talaata-f tamánya-ysaawi kaam,

S: ʔarbáfa-w ʔišriin.

Continue with the following:

5 x 9

8 x 9

9 x 5

7 x 8

4 x 6

8 x 7

9 x 4

9 x 7

7 x 3

6 x 7

8 x 6

6 x 6

N8.5 Verb classes. Some verbs have the same stems in the perfect and imperfect; this is true of all /kállim/ and /zaakir/-type verbs. The /katab/-type verbs, however, always show a change from the perfect to the imperfect stems: CVCVC becomes CCVC. In addition to this change in structure, the vowel of the imperfect stem may or may not be the same as the second vowel of the perfect stem.

These facts allow us to set up classes of verbs, actually classes of verb stems or classes of perfect to imperfect stem changes.

CLASS I: No change in stem.

To this class belong all CVCCVC and CVVCVC verbs.

kállim

yikállim

tárgim

yitárgim

zaakir

yizaakir

CLASS II: The /i/ class.

To this class belong all CVCVC verbs with CCiC imperfect stems.

kátab

yíktib

líbís

yílbis

CLASS III: The /a/ class.

To this class belong all CVCVC verbs with CCaC imperfect stems.

sáʔal

yísʔal

fíhim

yífham

CLASS IV: The /u/ class.

To this class belong all CVCVC verbs with CCuC imperfect stems.

dáxal

yúdxul

From now on, a vowel in parentheses after the v. will identify the stem class to which it belongs. No vowel after a verb will identify a Class I verb; thus /kátab/ (i), /fíhim/ (a), /kállim/.

SUPPLEMENTARY DRILLS

8.18 ríḡṣu-mbarḥ-issubḥ. Substitute for /imbarḥ-issubḥ/:

today	today at 10:15
the day before yesterday	yesterday morning
yesterday at noon	at night
this afternoon	this morning
last night	yesterday in the afternoon

8.19 ʔimtiḥaan-ittabiifā búkṛa-ssubḥ. Substitute for /búkṛa-ssubḥ/:

tomorrow afternoon	tomorrow morning at 9:30
the day after tomorrow	the day after tomorrow in the morning
today at noon	this afternoon
tonight	tomorrow at noon
tomorrow night	tomorrow night at 8:45

8.20 ʔee-lḥikaaya ya saami. itʔaxxartⁱ lee, Substitute for /itʔaxxart/:

return early	ride in my car
stay up late	beat the boy
drink the medicine	pay the money
arrive late	break the box
open the drawer	grasp the pencil

8.21 ʔee-lḥikaaya ya saami. bititʔaxxar lee,
Substitute for /bititʔaxxar/ using the items in drill 8.20.

Conversation

THE MONTHS

- | | |
|---|-----------------------------------|
| 1. <u>innahárida</u> kaam fi-ššahr. | What is the date today? |
| 2. <u>innahárida</u> <u>tisaftaašar</u> nuvimbir. | Today is November 19. |
| yanaayir | January |
| fibrayir | February |
| maaris | March |
| ʔabrii | April |
| maayu | May |
| yúnyu | June |
| yúlyu | July |
| ʔayústus | August |
| sibtímbir | September |
| ʔuktoobir | October |
| nuvimbir | November |
| disímbir | December |
| 3. ímta ʔiid milaadak. | When is your birthday? |
| 4. ʔiid milaadi-lʔusbuuʔ-ilgayy. | My birthday is next week. |
| iššahr-ilgayy | next month |
| issabt-ilgayy | next Saturday |
| 5. kull ⁱ sána w-ínta táyyib. | Many happy returns. |
| 6. w-ínta táyyib. | Thank you (response to above). |
| w-ínta bi-ssíḥḥa wi-ssalaama. | (Another response to above.) |
| 7. ḥadrítak mitgáwwiz? | Are you married, sir? |
| 8. áywa, wi ʔándi wálad wi bint. | Yes, and I have a boy and a girl. |
| 9. ʔumr-íbnak kam sána, | What is your son's age? |
| 10. kaan xámsa-ššahr-ílli faat. | He was five last month. |
| ilʔusbuuʔ-ílli faat | last week |
| ilxamiis-ílli faat | last Thursday |
| 11. húwwa mawluud sánit tísʔa-w | He was born in '59. |
| xamsiin. | |

- | | |
|---|--|
| 12. wi b́ntak ʔandáha kəm sána, | And what is your daughter's age? |
| 13. kaanit tálat siniin yúlyu-lli
faat. | She was three last July. |
| ḥatkuun ʔárbaʔ siniin yúlyu-lgayy. | She will be four next July. |
| 14. baʔaalak ʔadd ⁱ ʔee-f ʔamriika, | How long have you been in America? |
| 15. baʔaali ḥawaali xámas túšhur. | About five months. |
| 16. itfaḥḥrágtu ʔa-lbálad? | Have you seen much of the city? |
| 17. laʔ líssa. ʔinšaaʔ-allaah
fi-lʔagaaza. | No, not yet. I hope to do so
during the vacation. |
| 18. iššahr ⁱ da ʔandína ʔárbaʔ tiyyaam
ʔagaaza bi-munásbit ʔiid-iššukr. | This month we have four days
vacation for Thanksgiving. |
| 19. ʔiid-iššukr ⁱ raabiʔ xamiis fi-šahr ⁱ
nuv́mbir. | Thanksgiving is the fourth Thursday
in November. |
| 20. issanaadi ʔiid-iššukr ⁱ yoom
sítta-w ʔišriin nuv́mbir. | This year Thanksgiving is November 26. |

Grammar

A. More on prepositional phrases.

ilkitaab ʔála-lmáktab.

The book is on the desk.

ilkitaab ʔalee.

The book is on it.

ilʔálam taḥt-ilmáktab.

The pencil is under the desk.

ilʔálam táḥtu.

The pencil is under it.

ilʔálam taḥt.

The pencil is underneath.

ilkitaab miš máʔa-lmudárris.

The book is not with the teacher.

N9.1 In addition to nouns or noun phrases (N8.2), the prepositions may also be followed by pronouns (bound forms).

Some prepositions (Group I), like /ʔála/ and /máʔa/, do not occur independently, but are always followed by a pronoun, a noun, or a noun phrase. Others (Group II), like /taḥt/, may be similarly followed, but may also occur independently.

In the construction preposition + pronoun, either or both may undergo some change. The changes are exactly like those in noun +

pronoun constructions (see Tables 6.1 and 7.1, and Notes 6.5 and 7.1). Prepositions ending with V lengthen this V before pronouns just like m. nouns ending with V.

Group I prepositions /min/ and /ʕála/ have short forms /mi/ and /ʕa/ which may be used in certain environments. The short forms are not used before pronouns. In all other environments, either /ʕála/ or /ʕa/ may be used. Either /min/ or /mi/ may be used before article + noun; elsewhere only /min/ is used.

/min/ or /ʕála/ + pronouns are irregular. /ʕála/ + 1 s. is /ʕaláyya/; before all other pronouns /ʕála/ has the form /ʕalee-/: /ʕaleek/ (2 m), /ʕaleeki/ (2 f), etc. /min/ doubles the /n/ before all pronouns: /mínni/, /mínnak/, /mínnik/, etc., and before Group II pronouns there are alternate forms: /minnáha/, /minnána/, /minnúkum/, /minnúhum/, or /mínha/, /mínna/, /mínkum/, /mínhum/.

Two other Group I prepositions need special attention. /máʕa/ and /ʕand/ usually have the same equivalent in English, and hence an important distinction is easily lost sight of. In English, 'The book is with me' can mean either that the book is physically present with me, on my person (e.g. in my hand or pocket), or that I have it, but not on me (e.g. I have checked it out of the library but have left it in my room). In Arabic, /máʕa/ is used to express the first of these meanings 'physically present with, or on', and /ʕand/ the second. These prepositions often function as equivalents of English 'have'.

The Group II preposition /bárra/ is never followed by pronouns.

DRILLS

LIST 9.1 Prepositions

Group I				Group II	
fi	in	baʕd	after	fooʔ	above
ʕála	on	ʕand	with	taħt	under
máʕa	with	min	from	bárra	outside
ʔusaad	facing	gamb	beside	gúwwa	inside
ʔabl	before			ʔuddaam	in front of
				wára	behind

9.1 iddoor ʔaláyya. 'It is my turn.'

T: ínta.

S: iddoor ʔaleek.

T: híyya.

S: iddoor ʔaleeha.

Continue with other persons, using the following:

ilkitaab ʔándi.

issaaʔa maʔaaya.

iššubbaak ʔusaadi.

ʔáħmad ʔábli-w zeenab báʔdi.

ʔáħmad wáraaya-w ʔáli ʔuddaami.

9.2 T: ilʔamiis gúwwa-ddurg.

S: ʔamiisi gúwwa-ddurg. ʔamishum gúwwa.

T: ittazkára fi-lmaħfáza.

S: tazkárti fi-lmaħfáza. tazkaríthum fi-lmaħfáza.

Continue with the following:

iddulaab ʔusaad-iššubbaak. (gamb)

iddáwa gúwwa-lʔílba. (taħt)

iššánta fooʔ-iddulaab. (taħt)

ilʔagaaza ʔabl-ilʔiid. (baʔd)

ilʔarabíyya ʔuddaam-ilmábna. (wára)

ilwáraʔa taħt-ilkitaab. (fooʔ)

ilʔamiis gúwwa-ddurg. (fooʔ)

ilkúrsi wára-lbaab. (gamb)

ilwáraʔa gúwwa-lgawaab. (ʔála)

ilmudárris bárra-lfasl. (gúwwa)

9.3 T: iddulaab ʔusaad-iššubbaak. gamb.

S: iddulaab miš ʔusaad-iššubbaak. iddulaab gámbu.

T: ilkitaab máʔa-lmudarrísa. ʔand.

S: ilkitaab miš máʔa-lmudarrísa. ilkitaab ʔandáha.

Continue with the sentences in drill 9.2.

B. The relative /ílli/.

ilkitaab íála-lmáktab.	The book is on the desk.
ilkitaab-ílli íála-lmáktab kibiir.	The book (which is) on the desk is big.
ilkitaab-ilkibiir-ílli íála-lmáktab bitaaíi.	The big book on the desk belongs to me.
kitaab-ilwálad-ílli íála-lmáktab gidiid.	The boy's book on the desk is new.
kitaab-ilmudarrísa-lli ía-lmáktab miš gidiid.	The teacher's book on the desk is not new.

N9.2 In addition to its use as a predicate (N8.2), the prepositional phrase is also used attributively. When used as an attributive of a definite noun or noun phrase, the prepositional phrase is always introduced by the relative /ílli/ 'who, which, that'.

DRILLS

- 9.4 T: il?amiis gúwwa-ddurg.
S: il?amiis-ílli gúwwa-ddurgⁱ-btaaíi.
Continue with the sentences in drill 9.2.
- 9.5 T: il?amiis gúwwa-ddurg.
S: il?umsaan-ílli gúwwa-ddurgⁱ-btuuíi.
Continue with the sentences in drill 9.2.
- 9.6 T: ilfiluus fi-lmañfáza. (?adiim).
S: ilfiluus-ílli fi-lmañfáza ?adiima.
Continue with the sentences in drill 8.7.

C. Dual form of nouns.

ilwálad nabiih.	The boy is intelligent.
ilbint ⁱ nabiiha.	The girl is intelligent.
il?awlaad núbaha.	The boys are intelligent.
ilbanaat núbaha.	The girls are intelligent.
ilwaladeen núbaha.	The two boys are intelligent.
ilbinteen núbaha.	The two girls are intelligent.

ilgumliteen dool muhimmiin.

These two sentences are important.

kitaabi-gdiid.

My book is new.

ilkitaab bitaaʕi-gdiid.

My book is new.

kútubi gudaad.

My books are new.

ilkútub bituuʕi gudaad.

My books are new.

ilkitabeen bituuʕi gudaad.

My two books are new.

N9.3 In addition to a s. and a p. form, nouns have a dual (d) form marked by the suffix /-een/.

F. nouns ending in /a/ have the bound form before /-een/: /gúmla/, /gumliteen/. A few f. nouns are irregular and should be noted. /sitt/ adds /-it/: /sittiteen/; with /sána/ and /lúya/, /-t/ does not replace /a/ but is simply added: /sanateen/, /luyateen/.

M. nouns ending in /i/ add /yy/: /kúrsi/, /kursiyyeen/; and m. nouns ending in /a/ add /y/: /mábna/, /mabnayeen/.

All other m. and f. nouns just add /-een/: /waladeen/, /darseen/, /binteen/.

The demonstrative, /bitaaʕ/, and adjectives do not have d. forms. With d. nouns, the p. forms are used.

With s. and p. nouns, possession may be indicated by bound pronouns or by /bitaaʕ/ phrases (N8.1). With d. nouns, possession is usually indicated only with /bitaaʕ/.

DRILLS

9.7 T: šánta.

S₁: feen-iššántiteen.

S₂: ahúm iššántiteen.

Continue with the following:

bádla	mañfáza	bantaloon	sána
gázma	ʔooda	mandiil	lúya
ʔarabíyya	saañib	gawaab	kúrsi
gúmla	raagil	beet	mábna
saaʕa	waagib	bint	dáwa
tazkára	ʔálam	sitt	ʔaxx

9.8 T: ilʔooda-kbiira.

S: ilʔutteen dool kubaar.

Continue with the sentences in drill 7.5.

9.9 T: ilgíam.

S₁: feen-ilgazmiteen bituufak.

S₂: ahúm-ilgazmiteen bituufi.

Continue with the nouns in drill 8.1.

9.10 T: ilʔamiis gúwva-ddurg.

S: ilʔamiseen bitúfna gúwva-ddurg.

Continue with the sentences in drill 9.2.

D. Verbs: /šaaf/-type.

šaaf/ (u) 'see'

šaaf 3 m. yišuuuf

šaafit 3 f. tišuuuf

šaafu 3 p. yišuuufu

šuft 2 m. tišuuuf

šúfti 2 f. tišuuufi

šúftu 2 p. tišuuufu

šuft 1 s. ʔašuuuf

šúfna 1 p. nišuuuf

N9.4 /šaaf/-type verbs have two CVVC stems: CaaC for 3rd pers. perfect, and CuuC for all other perfect and imperfect forms. These verbs hence belong to the /u/ class (N8.5). Note that in the 1st and 2nd pers. perfect /uu/ is shortened to /u/ before CC.

The imperatives are regular: /šuuf/, /šuufi/, and /šuufu/.

DRILLS

LIST 9.2 Verbs

ʔaal (u) say, tell

ʔaam (u) get up

raaḥ (u) go

zaar (u) visit

faat (u) ʔála drop in

saaʔ (u) drive

9.11 T: ?aal kída. ána.

S: ?ultⁱ kída.

T: húmma.

S: ?aalu kída.

Continue with other persons, using the following:

raaḥ hinaak.

zaar sáḥbu fi-lbeet.

faat fála sáḥbu fi-lmáktab.

saa?-il?arabíyya-btáftu.

šaaḥ-ilmudiir.

?aam wi xárag.

9.12 T: ḥay?uul kída. ána.

S: ḥa?uul kída.

Continue with other persons, using the sentences in drill 9.11.

9.13 T: ?aal ilkílma taani.

S: ?uul-ilkílma taani.

?uuli-lkílma taani.

?uulu-lkílma taani.

Continue with the sentences in drill 9.11.

E. The verb /kaan/ is equational sentences.

il?imtiḥaan sahl.

The examination is easy.

il?imtiḥaan kaan sahl.

The examination was easy.

il?imtiḥaan ḥaykuun sahl.

The examination will be easy.

ilwálad fi-lbeet.

The boy is in the house.

ilwálad kaan fi-lbeet.

The boy was in the house.

ilbintⁱ kaanit fi-lbeet.

The girl was in the house.

ilbanaat ḥaykuunu fi-lmadrása. The girls will be in the school.

N9.5 In Arabic as in English, the verb 'be' /kaan/ (/u/-class /šaaḥ/-type) is used in constructions in which other verbs are not used. /kaan/ (and one other verb to be introduced later) is used in equational sentences (cf. N1.1), where it functions as a time marker.

9.14 T: il'imiḥaan sahl.

S: il'imiḥaan kaan sahl-imbaariḥ.

Continue with the following:

iṣṣánta foo?-iddulaab.

axuuya taṣbaan.

issáma-myayyíma.

ihna fadyiin.

il'amiseen gúwa-ddurg.

ittalámza mašyuliin.

itta?ⁱs gamiil.

ilbanaat máfa-lmudarrísa.

?utt-innázra fádyá.

ilmudarrisiin hína.

ilmaktába ma'fuula.

9.15 T: il'imiḥaan sahl.

S: il'imiḥaan ḥaykuun sahlⁱ búkra.

Continue with the sentences in 9.14.

9.16 ilkútub kaanu ma'fuliin. Substitute:

il'ooda

iddurgen

ilṣílab

ilbaab

iddulaab

iṣṣánta

iṣṣantiteen

ilbibaan

il'utteen

iṣṣubbaak

ilmaktába

iddurg

ilṣílba

ilgawaab

iṣṣababiik

9.17 T: kaan mašyuul-imbaariḥ. híyya.

S: kaanit mašyuula-mbaariḥ.

Continue with other persons, using the following:

kaan taṣbaan-imbaariḥ.

ḥaykuun faadi búkra.

kaan ṣayyaan-imbaariḥ.

kaan fi-lgámṣa-mbaariḥ.

ḥaykuun gaahiz búkra.

SUPPLEMENTARY DRILLS

9.18 ħadrítak mitgáwwiz? Substitute:

ready	a teacher	do you know (ħaarif)
an American	an Egyptian	do you understand (faahim)
cold	at home	are you going there
tired	up there	his brother
free	do you see (šaayif)	her father

9.19 innaħárda yoom sabařtaašar nuvimbir. Substitute:

March 3	February 9
June 15	May 12
August 19	July 14
December 26	January 31

9.20 ba'aali hína ħawaali xámas túšhur. Substitute:

9 months	7 months	10 years
3 weeks	4 days	3 months
10 days	8 weeks	.5 minutes
5 hours	4 years	9 weeks
9 minutes	6 hours	3 years

9.21 rigiřt-imbaariħ. Substitute:

last week	on Monday	last July
last month	on July 6	yesterday afternoon
at 10:35	in the afternoon	after Thanksgiving
last year	after the holiday	after 3 months
the day before yesterday	after 6 years	last May

Conversation

A TRIP TO NEW YORK

- | | |
|---|--|
| 1. safirt ⁱ New York ſan <u>tarii</u> ?
Chicago-sseef-illi faat. | I went to New York by way of
Chicago last summer. |
| 2. ʔumt ⁱ min Austin bi-l'arabíyya
-btáſti yoom litneen-issubh ⁱ
bádri. | I left Austin in my car
early Monday morning. |
| 3. wi suʔt ⁱ hawaali <u>rúbſu</u> miit miil
fi-lyoom. | And I drove about 400 miles a
day. |
| 4. futt ⁱ ſála ʔaxuuya-f Chicago-w
nimt ⁱ ſánu leela. | I dropped in on my brother in Chicago
and stayed with him overnight. |
| 5. biſt-il'arabíyya-w <u>tirt</u> ⁱ min
Chicago li New York. | I sold the car and flew from Chicago
to New York |
| 6. <u>ittayyaara</u> ſamalítha-b saſteen. | The plane made it in two hours. |
| 7. <u>wisilt</u> ⁱ New York yoom-ilgúmſa
baſd-idduhr. | I arrived in New York on Friday
afternoon. |
| 8. wi-nzilt ⁱ -f <u>lukánda</u> -kbiira-f
Manhattan. | And I stayed in a big hotel in
Manhattan. |
| 9. ʔaſatt ⁱ fi New York ʔusbuſeen. | I remained in New York for two weeks. |
| 10. wi <u>zurt</u> -iimáſrad-il'alámi-w ſuft
-ilmaſrudaat-ilmasríyya. | I visited the Worlds Fair and saw
the Egyptian exhibit. |
| 11. <u>ruht</u> -il'unsulíyya-lmasríyya-w
ʔabilt-il'únsul. | I went to the Egyptian Consulate
and met the consul. |
| 12. <u>zurt</u> ⁱ waañid <u>ſáñbi</u> -f beetu, wi
baſdeen-itfaſſáñna máſa <u>baſd</u> ⁱ
fi-lbálad. | I visited at the home of one of my
friends, and afterwards the two
of us looked around the city. |
| 13. sib ⁱ t New York taani yoom wi xatt
-il'utubiis li Washington. | I left New York the following day
and took the bus to Washington. |
| 14. rigiſt ⁱ Austin bi-l'atr ⁱ min
Washington. | I returned to Austin by train from
Washington. |

15. ilⁱ?atrⁱ kaan sarii? gíddan, wi
mawⁱ?ifš-ílla fi-lmaḥattaat
-ilkubaar.

The train was very fast and did not
stop except at main stations.

16. irriḥla kaanit mumtíṣa gíddan.

The trip was very enjoyable.

17. ʔamaltⁱ ḥawaali xámas talaaf miil
fi múddit tálat ʔasabiiʔ.

I made about 5,000 miles in (the
period of) three weeks.

Grammar

A. Verbs: more /šaaf/-type.

/gaab/	(i)	'bring'
gaab	3 m.	yigiib
gaabit	3 f.	tigiib
gaabu	3 p.	yigiibu
gibt	2 m.	tigiib
gíbtí	2 f.	tigiibi
gíbtu	2 p.	tigiibu
gibt	1 s.	?agiib
gíbna	1 p.	nigiib

N10.1 /šaaf/-type verbs in Lesson 9.D have the stems CaaC and CuuC. Other verbs of this type have CaaC and CiiC. These verbs belong to the /i/ class (N8.5).

The imperatives are regular: /giib/, /giibi/, and /giibu/.

Unlike /katab/-type verbs (Notes 7.7 and 8.3), /šaaf/-type verbs have only one participle. The participle of /šaaf/-type verbs has the structure CaayiC: /šaayif/, /šáyfa/, and /šayfiin/; /gaayib/, /gáyba/, and /gaybiin/.

Two /šaaf/-type verbs are irregular in that they have the same stems in the imperfect as in the 3rd. pers. perfect. They have, however, a different stem (as do all /šaaf/-type verbs) in the 1st and 2nd pers. perfect.

/naam/ (ir) 'sleep'			/xaaf/ (ir) 'be afraid'		
naam	3 m.	yinaam	xaaf	3 m.	yixaaf
nimt	2 m.	tinaam	xuft	2 m.	tixaaf

The imperative and participles of these verbs are regular.

DRILLS

LIST 10.1 Verbs

gaab (i)	bring
šaal (i)	carry
baaʔ (i)	sell
saab (i)	leave
<u>taar</u> (i)	fly
yaab (i)	be absent
naam (ir)	sleep
xaaf (ir) min	be afraid of

10.1 T: gaab-ilʃarabíyya.

S: gíbt-ilʃarabíyya.

T: hūmma.

S: gaabu-lʃarabíyya.

Continue with other persons, using the following:

šaal-iššánta.

baaʔ-ilʃarabíyya.

yaab yumeen.

naam tálat saʔaat.

xaaf min-ilmudiir.

saab šantítu-w saafir.

10.2 T: ħaygiib-ilʃarabíyya. ána.

S: ħagiib-ilʃarabíyya.

Continue with other persons, using the sentences in drill 10.1.

10.3 T: gaab-ilkitaab.

S: giib-ilkitaab.

giibi-lkitaab.

giibu-lkitaab.

Continue with the sentences in drill 10.1.

10.4 ħangiib ʔee, Substitute:

ʔaal	dáras	líbis	tárgim	šaal
báʔat	zaakir	símiʃ	ʃámal	kátab
<u>tálab</u>	bəaʃ	saaʔ	šaaf	gaab

10.5 bitruuñi feen, Substitute:

dárris	zaakir
ʔáʔad	kátab
saafir	xárag
saaʔ	raaḥ
naam	taar

B. Participles of /kallim/- and /zaakir/-type verbs.

kállim-ilmudárris.	He spoke to the teacher.
húwwa-mkállim-ilmudárris.	He has spoken to the teacher.
híyya-mkallíma-ilmudárris.	She has spoken to the teacher.
húmma-mkallimiin-ilmudárris.	They have spoken to the teacher.
zaakir.	He studied.
húwwa-mzaakir.	He has studied.
híyya-mzákra.	She has studied.

N10.2 Like /šaaf/-type verbs (N10.1), /kallim/ and /zaakir/-type verbs have only one participle, formed by prefixing /mi-/ to the stem (3 m. perfect): /mikállim/, /mikallíma/, and /mikallimiin/.

DRILLS

10.6 T: ḥayruuñ hinaak. húwwa raayih hinaak. ána.

S: ḥaruuñ hinaak. ána raayih hinaak.

ḥaruuñ hinaak. ána ráyha-hnaak.

T: húmma.

S: ḥayruuñu-hnaak. húmma rayhiin hinaak.

Continue with other persons, using the following:

ḥayʔuum wi yúxrug. húwwa ʔaayim wi xaarig.

ḥaysaafir búkra. húwwa-msaafir búkra.

biysuuʔ-ilṣarabíyya. húwwa sayʔ-ilṣarabíyya.

biyšuuf kullⁱ ḥaaga. húwwa šaayif kullⁱ ḥaaga.

biyxaaf mínna. húwwa xaayif mínna.

biyšiil-iššánta. húwwa šayl-iššánta.

biynaam wi-yʔuum hína. húwwa naayim wi ʔaayim hína.

10.7 T: ?aal-ilkíłma di. húwwa ?ayl-ilkíłma di. ána.

S: ?ult-ilkíłma di. ána ?ayl-ilkíłma di.

?ult-ilkíłma di. ána ?áyla-łkíłma di.

T: húmma.

S: ?aalu-łkíłma di. húmma ?ayliin-ilkíłma di.

Continue with other persons, using the following:

baaʔ-ilʔarabíyya.

zaakir saʔteen.

kámmil-ilwaagib.

báʔat-ilgawaab.

naam saʔteen-illeeela-łli faatit.

?abl-ilmudiir min šuwáyya.

C. Negation of verbs.

ňaysaafir búkra.

He is going to travel tomorrow.

miš ŋaysaafir búkra.

He is not going to travel tomorrow.

kátab-ilgawaab.

He wrote the letter.

makatabš-ilgawaab.

He did not write the letter.

biyífham ʔarabi.

He understands Arabic.

mabyifhamšⁱ ʔarabi.

He does not understand Arabic.

?aalu ?ee,

What did they say?

ma?aluuš ŋaaga.

They did not say anything.

rúhna-lbeet.

We went home.

maruhnaaš-ilbeet.

We did not go home.

šuftⁱ miin,

Whom did you see?

mašúftiš ŋadd.

I did not see anyone.

zakirt-iddars?

Did you study the lesson?

mazakírtiš-iddars.

I did not study the lesson.

N10.3 To negate the imperfect with /ňa-/, /miš/ is used before the verb.

To negate any other verb form, /ma-/ is prefixed and /-š/ (or /-iš/ to avoid CCC) is suffixed to the verb. Note that final V lengthens before the suffix (cf. N7.1), that VV shortens before CC, and when unstressed, and that unstressed /i/ elides unless CCC would result; hence /biyífham/, /mabyifhamš/, but /biy?uul/, /mabiy?ulš/.

Note that with verbs ending in /s, z/, the final consonant assimilates to /-š/ in the negative: /dāras/, /madarašš/.

LIST 10.2 Verbs DRILLS

<u>f</u> á <u>s</u> s <u>a</u> r	<u>x</u> á <u>r</u> ag
ḥaawil	<u>r</u> aa <u>ḥ</u>
dāras	?aam
nízil	yaab
símíʔ	naam

- 10.8 T: saafir.
S: masafirš.

Continue with other verbs.

- 10.9 T: saafir. híyya.
S: sáfrit. masafritš.

Continue with other verbs.

- 10.10 T: saafir. ána.
S: safirt. masafírtiš.

Continue with other verbs.

- 10.11 T: saafir. húmma.
S: sáfru. masafruuš.
T: ínti.
S: safírti. masafirtiiš.

T: íḥna.

S: safírna. masafirnaaš.

Continue with other verbs, using 3 p., 2 f., and 1 p. forms.

- 10.12 T: saafir. húmma.
S: sáfru. masafruuš.
T: híyya.
S: sáfrit. masafritš.

Continue with other persons and other verbs.

10.13 T: saafir. húmma.

S: biysáfru. mabiysafruuŝ.

T: híyya.

S: bitsaafir. mabitsafirŝ.

Continue with other persons and other verbs.

10.14 maŝafšⁱ ħadd-imbaariĥ. Substitute:

ínti	imbaariĥ	imbaariĥ
kállim	sáʔal	faat ʔála
ána	híyya	<u>búkra</u>
saaʔid	<u>búkra</u>	gaab
<u>búkra</u>	<u>zaar</u>	ínta
íĥna	íntu	imbaariĥ

10.15 maŝafšⁱ ħaaga-mbaariĥ. Substitute:

húmma	báʔat	íĥna
baaʔ	ínti	kátab
<u>búkra</u>	símiʔ	<u>búkra</u>
íĥna	<u>búkra</u>	ána
ʔaal	ínta	zaakir
híyya	ʔámal	imbaariĥ
imbaariĥ	imbaariĥ	<u>fássar</u>

D. Numerals: 100-1000.

	míyya	100		
	míyya-w xámsa	105		
	míyya-w <u>xamastaaŝar</u>	115		
	míyya xámsa-w ʔiŝriin	125		
	míyya sítta-w tamaniin	186		
miteen	200	túmnu míyya	800	
túltu míyya	300	túsʔu míyya	900	
<u>rúbʔu</u> míyya	400	ʔalf	1,000	
xúmsu míyya	500	ʔalfeen	2,000	
súttu míyya	600	tálat talaaf	3,000	
súbʔu míyya	700	<u>ʔárbaʔ</u> talaaf	4,000	
	ʔalf túsʔu míyya, <u>ʔarbáʔa-w</u> sittiin	1964		

DRILLS

10.16 T: míyya-w xámsa zaa'id sítta-yaawí.

S: míyya-w hidaašar.

T: wi sítta.

S: míyya-w sabaftaašar.

Continue adding 6.

10.17 T: míyya-w xámsa zaa'id xamsiin yisaawí kaam,

S: míyya xámsa-w xamsiin.

T: wi xamsiin.

S: miteen wi xámsa.

Continue adding 50.

N10.4 Predictability of stress. In Lessons 7-10, stress has been marked by the acute accent if not predictable by the two rules given in N6.13. If you study the marking of stress in these lessons, you will observe that in almost all examples the accent is on the second last syllable. In other words, the occurrence of stress in Arabic words is almost totally predictable. We can hence add one more rule regarding the occurrence of stress and mark only the few exceptions.

The rules for the occurrence of stress are as follows: (1) If a word ends with CC, the last syllable is stressed; (2) if a word has VV, then this is stressed regardless of which syllable has VV; (remember that a word never has more than one VV, and that VV never occurs in a word ending with CC;) and (3) if a word does not end with CC, and does not have VV, then the penult is stressed. As noted above, there are a few exceptions (such as /kátabit/) to these three rules.

From now on, stress will be marked by the acute accent only if its occurrence is not predictable by these rules.

SUPPLEMENTARY DRILLS

10.18 Repeat the conversation, using 3 f. forms.

10.19 Repeat the conversation, using the imperfect with /ha-/, and substituting /isseef-ilgayy/ for /isseef-ílli faat/ in sentence 1.

10.20 ittayyaara ʔamalítha-b saʔteen. Substitute for /saʔteen/:

5 hours	an hour and a quarter
9 hours	7 hours and a half
10 hours	3 hours and 20 minutes
half an hour	4 hours

10.21 ʔaʔatt¹ fi New York ʔusbuʔeen. Substitute for /ʔusbuʔeen/:

6 weeks	8 weeks
10 days	3 months
4 weeks	5 days
3 years	7 years
2 days	2 months

10.22 irríñla kaanit muntíʔa gíddan. Substitute:

long	the day
important	long
difficult	the holiday
beautiful	short
the weather	beautiful
moderate	the hotel
cloudy	expensive

Conversation

HOLIDAYS

- | | |
|--|--|
| 1. imta fiid-ilmilaad wi raas-issana. | When is Christmas and New Years? |
| 2. fiid-ilmilaad fi-lyarb ⁱ yoom
xamsa-w fišriin disimbir, wi
raas-issana yoom waahid yanaayir. | Christmas in the West is on
December 25, and New Years is
on January 1. |
| 3. innama fi-ššar?, fii baŋd ⁱ
masiħiyyiin biyiħtiflu-b fiid
-ilmilaad yoom sabŋa yanaayir. | However, in the East there are
some Christians who celebrate
Christmas on January 7. |
| 4. fii ʔagaaza-f fiid-ilmilaad? | Is there a vacation for Christmas? |
| 5. aywa, ħawaali ʔašar tiyyaam. | Yes, about ten days. |
| 6. ilʔagaaza min talaata-w fišriin
disimbir liyayt-itneen yanaayir. | The vacation is from December 23
to January 2. |
| 7. imta ħayintihi-lfašl-iddiraasi
-lʔawwil. | When does the first semester
end? |
| 8. iddiraasa ħatintihi yoom
ʔarbaŋtaašar yanaayir. | Classes (studies) end on January
14. |
| 9. wi baŋdeen fii ʔusbuuŋ
ʔimtiħanaat. | And afterwards there is a week of
exams. |
| 10. ilfašl-iddiraasi-ttaani ħayibtidi
yoom xamsa fiبراayir, wi
yintihi-f ʔaaxir ʔusbuuŋ fi
maayu. | The second semester begins on
February 5 and ends the last
week of May. |
| 11. fii ʔagazaat fi-lfašl-iddiraasi
-ttaani? | Are there vacations during the
second semester? |
| 12. fii ʔagaaza ʔusayyara-f
fiid-ilʔiyaama. | There is a short vacation for
Easter. |
| 13. fiid-ilʔiyaama maluus tariix
muħaddad. | There is no fixed date for Easter. |

14. kaan issana-lli faatit fi 'abriil.
15. wi haykuun issanaadi-f maayu.
16. baʔd-ilmasiḥiyyiin fi-ššar?ⁱ
-byiḥtiflu-b ʔiid-ilʔiyaama
maʔa-lmasiḥiyyiin fi-lɣarb.
17. innama muʔzamhum biyiḥtiflu bii
baʔd-ilɣarbⁱ-b talat ʔaw ʔarbaʔ
ʔasabiiʔ.
18. laakin kulluhum biyiḥtiflu bi-lʔiid
maʔa baʔdⁱ marra kullⁱ ʔarbaʔ
siniin.
19. imta-lʔiid-ilqawmi-f ʔamriika-w
fi masr.
20. ʔiid-ilʔistiʔlaal fi ʔamriika yoom
ʔarbaʔa yulyu.
21. ʔiid-issawra-f masrⁱ yoom talaata-w
ʔišriin yulyu.

Last year it was in April.
And this year it will be in May.
Some of the Christians in the East
celebrate Easter at the same
time as Christians in the West.
However, most of them celebrate
it later by three or four
weeks.
But all of them celebrate the
holiday at the same time once
every four years.
When is the national holiday in
America and Egypt?
Independence Day in America is
July 4.
Revolution Day in Egypt is
July 23.

Grammar

A. /fii/-sentences.

fii kutub gudaad fi-lmaktaba.
fii fi-lmaktaba kutub gudaad.
fii ʔimtiḥaan bukra.
fii bukra ʔimtiḥaan.
fii tilmiiza-btiʔraf ʔarabi.
fii tilmiiz biyzaakir fi-lbeet.
fii raagil hayruuḥ masr.
mafiiš walad barra.
mafiiš tilmiiza-btiʔraf ʔarabi.

There are new books in the library.
There are in the library new books.
There is an examination tomorrow.
There is tomorrow an examination.
There is a student who knows Arabic.
There is a student studying at home.
There is a man going to Egypt.
There isn't a boy outside.
There isn't a student who knows
Arabic.

N11.1 A /fii/-sentence consists of /fii/ 'there is/are' followed by an indefinite noun or noun phrase (e.g. noun + adjective, noun + verb). It may also contain a place and/or a time complement, which may precede or follow the noun or noun phrase.

To negate a /fii/-sentence, /ma- -š/ is used with /fii/.

DRILLS

11.1 T: il?amiis guwwa-ddurg.

S₁: fii ?amiis guwwa-ddurg.

S₂: fii ?umsaan guwwa-ddurg.

Continue with the sentences in drill 9.2.

11.2 T: il?amiis guwwa-ddurg.

S₁: fii ?umsaan guwwa-ddurg.

S₂: mafiiš ?umsaan guwwa-ddurg.

Continue with the sentences in drill 9.2.

11.3 fii tilmiiz biyišraf šarabi. Substitute:

talamza	biydarris	walad
sitt	?ustaaz	biyzaakir
biyifham	biyiktib	tilmiiza
raagil	banaat	mudarris
mudarrisiin	mudarrisa	sittaat

11.4 mafiiš tilmiiz biyišraf šarabi. Substitute, using the items in drill 11.3.

11.5 T: irraagil hayruuḥ hinaak.

S₁: fii raagil hayruuḥ hinaak.

S₂: fii raagil raayih hinaak.

S₃: mafiiš ḥaddⁱ raayih hinaak.

Continue with the sentences in drill 10.6, supplying the free subjects /irraagil/ or /ḥadd/.

11.6 T: issittⁱ ħatruuħ hinaak.

S₁: fii sittⁱ ħatruuħ hinaak.

S₂: fii sittⁱ rayħa-hnaak.

S₃: mafiiš ħaddⁱ raayiħ hinaak.

Continue with the sentences in drill 10.6, supplying the free subjects /issitt/ or /ħadd/.

11.7 T: innaas ħayruuħu-hnaak.

S₁: fii naas ħayruuħu-hnaak.

S₂: fii naas rayħiin hinaak.

S₃: mafiiš ħaddⁱ raayiħ hinaak.

Continue with the sentences in drill 10.6, supplying the free subjects /innaas/ or /ħadd/.

B. /kaan/ with /fii/-sentences.

kaan fii walad barra.

There was a boy outside.

kaan fii barra walad.

There was outside a boy.

kaan fii bintⁱ fi-lbeet.

There was a girl in the house.

kaan fii ʔawlaad fi-lbeet.

There were some boys in the house.

kaan fii tilmiiz biyzaakir ʔarabi.

There was a student studying Arabic.

ħaykuun fii ʔagaaza bukra.

There will be a vacation tomorrow.

makanšⁱ fii walad barra.

There wasn't a boy outside.

makanšⁱ fii bintⁱ fi-lbeet.

There wasn't a girl in the house.

makanšⁱ fii ʔawlaad fi-lbeet.

There weren't any boys in the house.

makanšⁱ fii tilmiiz biyzaakir ʔarabi.

There wasn't a student studying Arabic.

miš ħaykuun fii ʔagaaza bukra.

There will not be a vacation tomorrow.

N11.2 /kaan/ with /fii/-sentences (as with equational sentences, N9.5) functions as a time marker. In these sentences, only the 3 m. form of /kaan/ is used.

To form the negative, /ma- -š/ is used with /kaan/ and /miš/ with /ħaykuun/.

DRILLS

11.8 T: il[?]amiis guw^{wa}-ddurg.

S₁: kaan fii [?]amiis guw^{wa}-ddurg.

S₂: kaan fii [?]umsaan guw^{wa}-ddurg.

S₃: makansⁱ fii [?]umsaan guw^{wa}-ddurg.

Continue with the sentences in drill 9.2.

11.9 kaan fii tilmiiz biyi[?]raf arabi.

Substitute, using the items in drill 11.3.

Repeat in the negative.

11.10 T: irraagil hayruuh^h hinaak.

S₁: fii raagil raayih^h hinaak.

S₂: kaan fii raagil raayih^h hinaak.

S₃: makansⁱ fii haddⁱ raayih^h hinaak.

Continue with the sentences in drill 10.6, supplying free subjects.

11.11 T: issittⁱ katruuh^h hinaak.

S₁: fii sittⁱ rayha-hnaak.

S₂: haykuun fii sittⁱ rayha-hnaak.

S₃: miš haykuun fii haddⁱ raayih^h hinaak.

Continue with the sentences in drill 10.6, supplying free subjects.

11.12 Repeat drills 11.10 and 11.11, using /innaas/ instead of /irraagil/ or /issitt/.

C. Verbs: /habb/-type.

/habb/ (i) 'love, like'

habb	3 m.	yihibb
habbit	3 f.	tihibb
habbu	3 p.	yihibbu
habbeet	2 m.	tihibb
habbeeti	2 f.	tihibbi
habbeetu	2 p.	tihibbu
habbeet	1 s.	?ahibb
habbeena	1 p.	nihibb

/kabb/ (u) 'spill'

kabb	3 m.	yikubb
kabbit	3 f.	tikubb
kabbu	3 p.	yikubbu
kabbeet	2 m.	tikubb
kabbeeti	2 f.	tikubbi
kabbeetu	2 p.	tikubbu
kabbeet	1 s.	?akubb
kabbeena	1 p.	nikubb

N11.3 All /ħabb/-type verbs have three stems: CaCC for 3rd pers. perfect, CaCCee for 1st and 2nd perfect, and CiCC or CuCC for imperfect forms.

The imperatives are regular: /ħibb/, /ħibbi/, and /ħibbu/.

The participles are also regular: active /ħaabib/, /ħabba/, and /ħabbiin/; and passive /maħbuub/, /maħbuuba/, and /maħbubiin/.

DRILLS

LIST 11.1 Verbs

ħabb (i)	love, like	kabb (u)	spill
dail (i)	guide, direct	daʔʔ ⁱ (u) ʔala	knock at
sadd (i)	block	ħatt (u)	place, put
ħall (i)	solve	radd ⁱ (u) ʔala	answer
ʔadd (i)	count	bass ⁱ (u) li	look at

11.13 T: ħabb. ana.

S: ħabbeet.

T: humma.

S: ħabbu.

Continue with other persons, using the following:

ħall-ilmasʔala.

ʔadd-ilfiluus.

daʔʔⁱ ʔa-lbaab wi daxal.

dall-irraagil ʔa-lmataar.

rikb-ilʔatr.

ħatt-iššanta ʔa-lkursi.

kabb-ilʔahwa ʔa-lkitaab.

radd ʔa-ttilifoon.

bassⁱ-l bintu.

sadd-ittarii? bi-ʔarabiyyitu.

11.14 T: bassⁱ-mn-iššubbaak. ana.

S: ħabussⁱ-mn-iššubbaak.

T: humma.

S: ħaybussu-mn-iššubbaak.

Continue with other persons, using the sentences in drill 11.13.

11.15 T: bassⁱ-mn-iššubbaak. ana.

S: lee mabassitšⁱ-mn-iššubbaak. laazim ʔabussⁱ-mn-iššubbaak.

T: humma.

S: lee mabassuuš min-iššubbaak. laazim yibussu-mn-iššubbaak.

Continue with other persons, using the sentences in drill 11.13.

11.16 T: bassⁱ-mn-iŝŝubbaak.

S₁: lee mabitbussiŝ min-iŝŝubbaak. bussⁱ-mn-iŝŝubbaak.

S₂: lee mabitbussiiŝ min-iŝŝubbaak. bussi-mn-iŝŝubbaak.

S₃: lee mabitbussuuŝ min-iŝŝubbaak. bussu-mn-iŝŝubbaak.

Continue with the sentences in drill 11.13.

SUPPLEMENTARY DRILLS

11.17 ilfasl-iddiraasi űayintihi yoom ʔarbaʔtaaŝar yanaayir.

Substitute:

August 17

June 9

January 24

July 13

May 29

February 4

the last week in January

the last week in August

11.18 T: What time is it?

S: mumkin tiʔulli-ssaaʔa kaam min fadlak,

Continue with the following:

Why are you late?

When did you return from your vacation?

What are you going to do this afternoon?

Why is the library closed today?

When is your exam?

When is your birthday?

How old is your son?

How long have you been in America?

When is Thanksgiving this year?

When will the first semester end?

How many hours a day do you study?

When is Independence Day?

Conversation

THE SIMPLETON AND HIS DONKEYS

- | | |
|---|--|
| 1. kaan fii <u>raagil</u> yašim ſandu <u>šašar</u> ħimiir. | There once was a simpleton who had ten donkeys. |
| 2. fi yoom mi-l'ayyaam, <u>irraagil</u> da <u>xarag</u> mi-lbeet, | One day, this man left home |
| 3. wi xad ħimiiru ſa-ssuu? ſalašaan yibiſhum. | and took his donkeys to the market to sell them. |
| 4. miši-šwayya. wi lamma tiſib, rikib <u>ħumaar</u> minhum, | He walked a bit, and when he got tired, he mounted one of the donkeys. |
| 5. wi ſadd-ittanyiin fa la'aahum tisſa. | And he counted the others and found nine. |
| 6. 'aal fi nafsū. allāh? <u>gara</u> 'ee, | He said to himself, "Golly! What has happened?" |
| 7. 'ana ſandi <u>šašar</u> ħimiir wi dilwa'ti maſaaya tisſa bass. | I own ten donkeys, and now there are only nine with me. |
| 8. <u>yatara</u> , feen-ilħumaar-ilſaašir. | I wonder, where is the tenth donkey? |
| 9. huwwa-na miš šayfu, walla sibtu fi-lbeet, walla 'ee, | Why can't I see it? Did I leave it at home, or what?" |
| 10. 'aam nizil min foo'-ilħumaar, | He got down from the donkey, |
| 11. wiſadduhum taani, wi la'aahum <u>šašara</u> . | and counted them again, and found ten. |
| 12. fa 'aal. 'ihda. šee? yariib. išmiſna kida. | Then he said, "Well! This is strange. How come?" |
| 13. 'aam rigiſ li beetu, wi ħaka-lħikaaya li-mraatu. | He returned to his home and told the story to his wife. |
| 14. fa-mraatu 'alitlu, miš maſ'uul. inta laazim <u>yaltaan</u> . | Then his wife said to him, "Impossible! You must be mistaken. |

- | | |
|--|--|
| 15. <u>yalla</u> - <u>n</u> fidduhum mafa <u>ba</u> f <u>d</u> . | Come, let's count them together." |
| 16. fa radd ⁱ faleeha-w f <u>allaha</u> .
<u>ruu</u> hi-l wa <u>h</u> dik, | Then he answered her and said,
"Go by yourself, |
| 17. wi xalliini faafid hina. lahsan
ti <u>fiddii</u> hum, | and let me stay here. Otherwise
you will count them |
| 18. wi-tla [?] iihum-il <u>marraadi</u> - <u>h</u> daa <u>š</u> ar
<u>h</u> umaar. | and now find eleven donkeys." |

Grammar

A. Pronouns as objects.

fadd-ilhimiir.	He counted the donkeys.
fadduhum.	He counted them.
fadd-ilfiluus.	He counted the money.
faddaha.	He counted it.
haybiiŋ-lhimiir.	He is going to sell the donkeys.
haybiŋhum.	He is going to sell them.
huwwa miš šayf-il <u>h</u> umaar.	He does not see the donkey.
huwwa miš šayfu.	He does not see it.

N12.1 In place of a noun, a pronoun may be used as object of a verb or a participle. Only the bound forms of pronouns are used in this construction. A verb or a participle may have either a free object (a noun or noun phrase, but never a pronoun) or a bound object (a pronoun), but never both.

With the exception of 1 s. which is /-ni/ (Group II, rather than /-i/ Group I, N6.4), the bound pronouns in the construction verb/participle + pronoun have the same forms and show the same changes as in the construction m. noun + pronoun (cf. Tables 6.1 and 7.1)

I.	2 m.	-ak, -k
	2 f.	-ik, -ki
	3 m.	-u, (VV)
II.	3 f.	-(a)ha
	1 s.	-(i)ni
	1 p.	-(i)na
	2 p.	-(u)kum
	3 p.	-(u)hum

Table 12.1

DRILLS

12.1 T: saʔal miin, ana.

S: saʔalni.

T: huwwa.

S: saʔalu.

Continue with other pronouns as objects, using the following:

šaafit	bitsaaʔid
fihim	zaarit
ħayisʔal	kallim
nisyit	ʔirfit
huwwa-mʔaabil	huwwa saamiʔ

12.2 Repeat drill 12.1 using the following:

šaaf	ħaysiib
ħaygiib	dalleet
ħabbeet	humma ʔarfiin
ħayzuur	biyšuuf
humma saybiin	humma šayfiin

12.3 Repeat drill 12.1 using the following:

šuft	darrist
kallimʔ	saʔitt
dall	ħaddill
ʔabilt	gawibt
biyħibb	saʔalt

12.4 Repeat drill 12.1 using the following:

sá'alu	ħayšuu <u>fu</u>
ħayiř <u>rafu</u>	hiyya-m'abla
sim <u>fu</u>	hiyya maska
hiyya šayfa	gawbu
ħabbu	hiyya <u>talba</u>

12.5 T: simiřna.

S: simiřnaak.

simiřnaaki.

simiřnaa.

Continue using the following:

šufna	humma maskiin
řirfit	řallimit
hiyya řarfa	bářatu
gibt	ħabbeena
sařidna	gaabu

B. Verbs: /rama/-type.

/rama/ (i) 'throw'		
rama	3 m.	yirmi
ramit	3 f.	tirmi
ramu	3 p.	yirmu
rameet	2 m.	tirmi
rameeti	2 f.	tirmi
rameetu	2 p.	tirmu
rameet	1 s.	?armi
rameena	1 p.	nirmi

/miři/ (i) 'go, walk'		
miři	3 m.	yimři
miřyt	3 f.	timři
miřyu	3 p.	yimšu
mišeet	2 m.	timři
mišeeti	2 f.	timři
mišeetu	2 p.	timšu
mišeet	1 s.	?amři
mišeena	1 p.	nimři

N12.2 /rama/-type verbs (like /ħabb/) have three stems: CVCV for 3rd pers. perfect, CVCee for 1st and 2nd perfect, and CCV for imperfect forms. Note that 2 m. and 2 f. imperfect forms are identical. In /rama/-type verbs with CiCi 3 m. forms, the final /i/ changes to /y/ before /-it/ and /-u/. These verbs also have CiCii or CiCee stems for 1st and 2nd perfect forms.

The imperatives are: /irmi/ (m. and f.), and /irmu/.

The participles are: active /raami/, /ramya/, and /ramyiin/; and passive /marmi/, /marmiyya/, and /marmiyyiin/.

DRILLS

LIST 12.1

rama (i)	throw	kawa (i)	iron
bara (i)	sharpen	<u>ma</u> <u>da</u> (i)	sign
ħaka (i)	tell (a story)	bana (i)	build
giri (i)	run	baka (i)	weep, cry
miši (i)	walk	<u>ta</u> <u>fa</u> (i)	turn off, extinguish

12.6 T: giri. humma.

S: giryu.

T: inta.

S: gireet.

Continue with other persons, using the following:

kawa-l'amiis.

bara-l'alam.

mada-lgawaab.

ħaka-lħikaaya.

bana-lbeet.

miši talat safaat.

baka sašteén.

rama-l'awraa' wi giri.

tafa-nnuur da.

darab-ilħumaar.

12.7 T: giri. humma.

S: ħayigru.

T: inta.

S: ħatigri.

Continue with other persons, using the sentences in drill 12.6.

12.8 T: rama-lkitaab. humma.

S: lee maramuuš-ilkitaab. laazim yirmuu.

T: inta.

S: lee maramitš-ilkitaab. laazim tirmii.

Continue with other persons, using the sentences in drill 12.6.

12.9 T: rama-l'awraa'.

S₁: lee mabtirmiiš-il'awraa'. irmiihum.

S₂: lee mabtirmiiš-il'awraa'. irmiihum.

S₃: lee mabtirmuuš-il'awraa'. irmuuhum.

Continue, using the sentences in drill 12.6.

12.10 T: katab gawaab.

S: ʔali kaatib gawaab.

ilgawaab maktuub.

Continue with the following:

ħallⁱ mas'alten.

ʔaddⁱ-fluusu.

kabbⁱ ʔahwa ʔa-lkitaab.

rama-lwára'a.

bara-l'alam.

fataħ-ilʔilba.

kasar-il'alam.

ħattⁱ šantitu ʔa-lkursi.

simiʔ-issoot.

sadd-ittarii'.

kawa-l'amiseen.

mada-lgawaab.

tafa-nnuur.

darab-ilħumaar.

C. Numerals before nouns: 11 and up.

dool xamas kutub gudaad.

These are five new books.

dool ħidaašar kitaab gudaad.

These are eleven new books.

dool miit kitaab gudaad.

These are one hundred new books.

dool-ilxamas kutub-ilgudaad.

These are the five new books.

dool-ilħidaašar kitaab-ilgudaad.

These are the eleven new books.

dool-ilmiit kitaab-ilgudaad.

These are the hundred new books.

N12.3 The numerals eleven and up (except /miyya/ which is /miit/ before nouns) have only one form (cf. Table 6.2). The same form is used before nouns as is used in counting. Note that the s. form of nouns is used after these numerals: /xamas kutub/, /ʔašar kutub/, but /ħidaašar kitaab/, /itnaašar kitaab/, etc., and that in numeral + noun + adjective phrases the p. form of adjectives is used (cf. N6.10).

DRILLS

12.11 ʔumraha xamas tiyyaam. Substitute:

12 days	2 months	7 years
3 weeks	9 years	25 days
13 weeks	3 years	45 years
5 months	22 years	20 weeks
15 months	2 years	23 months

12.12 baaʔu talat kutub. Substitute:

20 pencils	14 hats	16 watches
6 dresses	25 handkerchiefs	5 suits
12 shirts	50 cars	10 pairs of trousers
9 bags	100 tickets	100 chairs
15 pairs of shoes	9 tables	10 boxes

12.13 fii sabaʔ sittaat fi-lmaktaba. Substitute:

5 men	3 professors	15 professors
16 men	14 girls	5 women
10 boys	10 students	100 students
5 friends	6 teachers	3 men
12 students	16 boys	12 girls

12.14 ilʔiʃriin kitaab dool bituʔhum. Substitute:

xamsa	<u>xamastaaʃar</u>	sitta
<u>ʃanta</u>	tisʔa	kursi
<u>itnaaʃar</u>	ʔalam	miyya
sabʔa	<u>ʔarabiyya</u>	sabʔa
mandiil	<u>sittaaʃar</u>	wáraʔa

D. /huwwa/ as question word.

inta ʃayfu.	You see him.
inta ʃayfuʔ	Can you see him?
huwwa-nta ʃayfuʔ	Can you see him?
inti <u>masriyya</u> .	You are Egyptian.
inti <u>masriyya</u> ʔ	Are you Egyptian?
huwwa-nti <u>masriyya</u> ʔ	Are you Egyptian?

iħna rayħiin dilwa'ti.

We are going now.

iħna rayħiin dilwa'ti?

Are we going now?

huwwa-ħna rayħiin diiwa'ti?

Are we going now?

N12.4 Questions may be formed from statements with 1st or 2nd pers. free pronouns as subjects by placing /huwwa/ before the subject, m. or f., s. or p. (cf. N6.8).

DRILLS

12.15 T: huwwa-nta šayfu? inti.

S: huwwa-nti šayfaa?

Continue with 2nd and 1st pers. free pronouns, using the following:

inta masri.

raddeet šalee.

iħna rayħiin.

madeet-ilgawaab.

inta miš šaarif.

tafeet-innuur.

SUPPLEMENTARY DRILLS

12.16 Answer the following questions in Arabic:

kam šahrⁱ fi-ssana.

kam šahrⁱ min yanaayir li sibtimbir.

kam šahrⁱ min 'abriil li 'axr-issana.

kam yoom fi-l'usbuuʃ.

mi-lħaddⁱ li-lgumʃa kam yoom,

kam yoom fi-ssana.

kam 'usbuuʃ fi-ssana.

kam 'usbuuʃ fi-ššahr.

kam yoom fi šahrⁱ maaris.

wi-f šahrⁱ fibraayir,

12.17 T: raaḥ li waḥdu. hiyya.

S: raaḥit li waḥdaha.

T: iḥna.

S: ruḥna-l waḥdina.

Continue with other persons, using the following:

miṣi-ṣwayya-w lamma tiṣib, rikib ḥumaar.

ʔadd-ittanyiin fa laʔaahum tiṣʔa.

ʔaal fi nafsū.

12.18 ʔáʔadu-hnaak xamas ʔaṣabiiʔ. Substitute:

10 hours	11 months	20 minutes
15 hours	3 years	10 days
21 days	15 weeks	5 minutes
3 months	17 years	9 hours
7 days	8 weeks	24 hours

Conversation

THE FARMER AND HIS DONKEY

- | | |
|--|---|
| <p>1. <u>marra</u> waaḥid ʔafandi fi-lʔaryaaf
ṣaaf fallaaḥ biyidr<u>ab</u> ḥuma<u>aru</u>-b
ʔasaawa.</p> <p>2. fa ʔ<u>arrab</u> minnu-w ʔallu.</p> <p>3. inta-b<u>tidrab</u>-i-<u>ma</u>ar da kida
lee,</p> <p>4. miṣ ḥ<u>ara</u>am ʔaleek?</p> <p>5. ʔaam-ilfallaaḥ ʔaal, w-inta
maalak.</p> <p>6. ʔaam-ilʔafandi <u>kabbar</u>-ilmasʔala,</p> <p>7. wi nadah ʔaskari-l<u>buliis</u>,</p> <p>8. wi xadu-l fallaaḥ li-l<u>karakoon</u>.</p> <p>9. ʔaam-ilmiṣaawin ʔallu.</p> <p>10. inta bitṣayyil-il<u>ḥuma</u>ar bitaaʔak
kitiir,</p> <p>11. wi <u>tidrabu</u> kamaan?</p> <p>12. laazim nidaffaʔak mixalfa wi
-nʔaddibak,</p> <p>13. ʔalaṣaan ma<u>tidrabuuṣ</u> taani bi
-ṣṣaklⁱ da.</p> <p>14. fa-lfallaaḥ dafaʔ-ilmixalfa,</p> <p>15. wi <u>bass</u>ⁱ li-ḥ<u>ma</u>aru-w kallimu-w
ʔaal.</p> <p>16. kullu-lḥaʔⁱ ʔaleek.</p> | <p>Once there was an effendi in the
country who saw a farmer beating
his donkey very hard.</p> <p>He approached him and said,
"Why are you beating this donkey
this way?
Have you no pity?"</p> <p>Whereupon the farmer said, "It's
none of your business."</p> <p>Then the effendi made a big fuss
(enlarged the problem)
and called the police.</p> <p>And they took the farmer to the
police station.</p> <p>There the officer said to him,
"You overload your donkey,
and you beat him as well?</p> <p>We must make you pay a fine and
punish you,
so that you will not beat him
again this way."</p> <p>Then the farmer paid the fine,
looked at his donkey, and said,
"It's all your fault.</p> |
|--|---|

17. lee maxabbartinišⁱ-innⁱ lak Why did you not inform me you have
 ʔaraayib hina, kinfolk here,
18. yiñibbuuk wi-yxaafu ʔaleek, wi who like you and are concerned
 -yñaamu ʔannak. about you and defend you?
19. lee matkallimhumšⁱ wi-tʔuul, Why don't you speak to them and say,
20. kattar xirkum ya-xwaati. 'Many thanks, my brothers'?"

Grammar

A. Comparison of adjectives.

ilwalad da tawiil.	This boy is tall.
ilbint ⁱ di tawiila.	This girl is tall.
ilkitaab da yaali.	This book is expensive.
ilʔawlaad dool tuwaal.	These boys are tall.
ilbanaat dool tuwaal.	These girls are tall.
ilwalad da ʔatwal min dukha.	This boy is taller than that one.
ilbint ⁱ di ʔatwal min dikha.	This girl is taller than that one.
ilkutub dool ʔayla min dukham.	These books are more expensive than those.

N13.1 The comparative form of most adjectives is ʔaCCaC: /kibiir/, /ʔakbar/; /sahl/, /ʔashal/; /suyayyar/, /ʔasyar/.

Adjectives with the last two consonants identical have the comparative form ʔaCaCC: /gidiid/, /ʔagadd/, /muhimm/, /ʔahamm/.

Adjectives ending in /w/ or V have the comparative form ʔaCCa: /ñilw/ 'sweet', /ʔaħla/; /yaali/, /ʔayla/.

A few adjectives have no comparative form; their use in comparative (and superlative) constructions will be taken up later.

The adjective /kwayyis/ has the comparative form /ʔaħsan/.

Note that the comparative form of the adjective is not inflected for gender or number, and that it is followed by /min/. In comparative constructions, a different form of the demonstrative may be used: /dukha/ (m), /dikha/ (f), and /dukham/ (p), rather than /da/, /di/, and /dool/.

DRILLS

LIST 13.1 Adjectives

wiḥiṣ	ugly
waasiṣ	wide, spacious
ʔurayyib	near
ʔaaʔil	wise
biṣiid	far
zariif	nice, pleasant
ʔaali	high
ʔani	rich
ḥilw	sweet, beautiful

13.1 issaaʔa di ʔayla min dikha. Substitute:

gamiil	gidiid
wiḥiṣ	ḥilw
rixiis	ʔaali
kibiir	kwayyis
xafiif	yaali

13.2 ilʔawlaad dool ʔanbah min dukham. Substitute:

ṣaatir	kwayyis	faadi
suyayyar	kibiir	gidiid
latiif	tawiil	zariif
ʔusayyar	ʔurayyib	ʔaaʔil

13.3 ilʔawlaad dool núbaha, laakin dukham ʔanbah.

Continue, using the adjectives in drill 13.2.

13.4 ilkitaab da yaali, laakin dukha ʔayla. Substitute:

sahl	gidiid	yaali	kwayyis	ʔadiim
saṣb	muhimm	rixiis	kibiir	xafiif

13.5 ʔali nabiiḥ saḥiiḥ, laakin mustafa ʔanbah minnu.

Continue, using the adjectives in drill 13.2.

13.6 Repeat drill 13.5 using /ʔamiira/ instead of /ʔali/.

13.7 masrⁱ ʔakbar min-iskindiriyya. Substitute:

muhimm	<u>ʔurayyib</u>	kwayyis
waasiʔ	ʔadiim	ʔani
ħilw	<u>rixii</u> s	kibiir
biʔiid	<u>ʔaali</u>	ʔaali
gamiil	<u>suyayyar</u>	wiħiʃ

B. Verbs: more /rama/-type.

/mala/ (a) 'fill'			/nisi/ (a) 'forget'		
mala	3 m.	yimla	nisi	3 m.	yinsa
malit	3 f.	timla	nisyit	3 f.	tinsa
malu	3 p.	yimlu	nisyu	3 p.	yinsu
maleet	2 m.	timla	niseet	2 m.	tinsa
maleeti	2 f.	timli	niseeti	2 f.	tinsi
maleetu	2 p.	timlu	niseetu	2 p.	tinsu
maleet	1 s.	ʔamla	niseet	1 s.	ʔansa
maleena	1 p.	nimla	niseena	1 p.	ninsa

N13.2 /rama/-type verbs in Lesson 12.B all belong to the /i/ class.

Other verbs of the same type belong to the /a/ class. Like /miʃi/, /nisi/ shows the change of final /i/ to /y/ before /-it/ and /-u/, and the 1st and 2nd perfect forms are either /niseet/ or /nisiit/, etc.

The imperatives are: /imla/, /imli/, and /imlu/.

The participles are: active /maali/, /malya/, and /malyiin/; and passive /mamli/, /mamliyya/, and /mamliyyiin/.

DRILLS

LIST 13.2 Verbs

mala (a)	fill, wind	nisi (a)	forget
laʔa (a)	find	<u>ridi</u> (a) bi	accept
<u>ʔara</u> (a)	read	diri (a) bi	become aware of
		difi (a)	become warm
		<u>siħi</u> (a)	wake up

13.8 T: mala-ssaaʔa. inta.

S: maleet-issaaʔa.

T: humma.

S: malu-ssaaʔa.

Continue with other persons, using the following:

ʔara-ddars.

daxal-ilʔooda-w difi.

diri bi-lħikaaya.

naam badri-w siħi waxri.

giri-w laʔa ʔabuu.

fataħ-ilgawaab wi ʔara.

13.9 T: mala-ssaaʔa. inta.

S: ħatimla-ssaaʔa.

T: humma.

S: ħayimlu-ssaaʔa.

Continue with other persons, using the sentences in drill 13.8.

13.10 T: mala-ssaaʔa.

S₁: imla-ssaaʔa.

S₂: imli-ssaaʔa.

S₃: imlu-ssaaʔa.

Continue with the sentences in drill 13.8.

13.11 T: kawa-lʔamiis. humma.

S: lee makawuuš-ilʔamiis. laazim yikwuu.

T: inti.

S: lee makawitiiš-ilʔamiis. laazim tikwii.

Continue with other persons, using the following:

ʔadd-ilħimiir.

saaʔid ʔabuu.

ʔara-ssatr.

širb-iddawa.

gaab-ilkutub.

talab-innimra.

faat ʔala saħbu.

ʔalaʔ saʔtu.

kammil-ilgumla.

ħaka-lħikaaya.

tafa-nnuur.

laʔa šantitu.

ħall-ilmasʔala.

nisi-lħikayteen.

C. Negation of verbs with bound objects.

šafuuki.	They saw you.	mašafukiiš.
šaafik.	He saw you.	mašafkiiš.
šaafak.	He saw you.	mašafakš.
šafuu.	They saw him.	mašafuhuuš.
nisii.	They forgot him.	mansihuuš.
ramaa.	They threw it.	maramahuuš.
kallimhum.	He spoke to them.	makallimhumš.
kallimni.	He spoke to me.	makallimniiš.

N13.3 Like verbs without (bound) objects (N10.3), verbs with bound objects form the negative by affixing /ma- -š/. Note that in the negative, 2 f. objects always have the form /-ki/, and 3 m. objects the form /-hu/ (cf. N12.1). These final vowels, like all final vowels, are lengthened before the suffix /-š/. Imperfect forms with /ka-/ and bound objects use /miš/ before the verb, and the forms of the bound objects show no change.

DRILLS

13.12 T: kawa-1?amiis?

S: aywa, kawaa. la?, makawahuuš.

Continue with the sentences in drill 13.11.

13.13 T: kawa-1?amiis. humma.

S: kawu-1?amiis walla makawuhuuš,

T: inti.

S: kaweeti-1?amiis walla makawitihuuš,

Continue with other subjects, using the sentences in drill 13.11.

13.14 T: kawa-1?amiis. humma.

S: biyikwu-1?amiis? la?, mabyikwuhuuš.

T: inti.

S: bitikwi-1?amiis? la?, mabtikwihuuš.

Continue with other subjects, using the sentences in drill 13.11.

13.15 T: simiʕ.

S₁: simiʕnaak. masmiʕnakš.

S₂: simiʕnaaki. masmiʕnakiiš.

S₃: simiʕnaa. masmiʕnahuuš.

Continue, using the following:

laʔa	saaʕid
nisi	miskit
šaaʕ	biyiʕraf
biyħibb	biyinsa
ħaykallim	ʔaabil

13.16 T: simʕu. iħna.

S: simʕuuna walla masimʕunaas,

T: inti.

S: simʕuuki walla masimʕukiiš,

Continue with other persons as objects, using the verbs in drill 13.15.

N13.4 Roots and vowel patterns. With few exceptions (e.g. prepositions, pronouns, coordinators), Arabic words consist of roots and vowel patterns. A root is a sequence of two, three or four consonants. The root carries the basic lexical meaning of the word. A vowel pattern is an arrangement of one or more vowels, which is combined with a root. Various vowel patterns may be combined with the same root, modifying the basic meaning and resulting in a variety of related words. Thus the root /ktb/ meaning 'writing' occurs with various vowel patterns, some of which are:

-a-a-	katab, kátabit, etc. ..
--i-	-ktib (as in) iktib, yiktib
-aa-i-	kaatib 'clerk'
-a-a-a	kátaba 'clerks'
-i-aa-	kitaab
-u-u-	kutub
-i-aa-a	kitaaba 'action of writing'

In addition to roots and vowel patterns, words may also have affixes. An affix may be a prefix like /yi-/ '3 pers. subject', as in /yiktib, yifham/, or /ma-/ 'place characterized by the action' as in /maktab/.

It may also be a suffix like /-u/ 'plural' as in /iktibu, yiktibu/, or /-iin/ 'plural' as in /katbiin, sahliin/. Or it may be both like /ma- -š/ 'negation' as in /makatabš, mayifhamš/.

The great majority of roots are triconsonantal, like /ktb/ and /fhm/. A few are biconsonantal, like /bk/ in /baka/, or quadri-consonantal, like /trgm/ in /targim/.

When one of the root consonants is /y/ or /w/, it may appear in some words or forms of a word, and not in others. Thus the root is /mšy/ in /miši/ and /mašy/ 'a walk', or /šyl/ in /šaal/ and /šayyil/, or /xwf/ in /xaaf/ and /xawwif/ 'he frightened'.

SUPPLEMENTARY DRILLS

13.17 yalla biina nišrab. Substitute:

ʔalaʔ	<u>bass</u>	zaakir	ʔaam
daxal	<u>taar</u>	libis	nizil
miši	<u>raaħ</u>	giri	saafir
<u>siħi</u>	kammil	naam	rigiʔ

13.18 T: ʔarrab minnu. hiyya.

S: ʔarrab minha.

T: iħna.

S: ʔarrab minna.

Continue with other pronouns, using the following:

<u>ridi</u> bii.	<u>ħaraam</u> ʔalee.
biyxaaf ʔalee.	biyxaaf minnu.
naam ʔandu.	diri bii.
wiʔif gambu.	šaaflu maʔaaya.
ilħaʔʔ ⁱ ʔalee.	biyħaami ʔannu.

13.19 šaaflallaħ biyidrab ħumaaru.

Substitute for /fallaħ biyidrab ħumaaru/:

a student reading	a student studying
a girl weeping	a policeman looking at him
people running	a professor explaining the lesson
a woman knocking at the door	my brother driving a car
a farmer selling his donkey	a student drinking coffee

Conversation

CAIRO UNIVERSITY

1. kam gamša-f masr. How many universities are there in Egypt?
2. fii-f masrⁱ xamas gamša[?]at ħukumiyya. There are five state universities,
3. wi gamša xassa waħda. and one private university.
4. aani akbar gamša fiihum. Which is the largest university of them?
5. gamšit-ilqahira akbar wi ahammⁱ waħda fiihum, Cairo University is the largest and the most important one of them,
6. wi min akbar-ilgamša[?]at fi-l[?]aalam. and one of the largest universities in the world.
7. šadad talabitna ħawaali arbišiiⁿ alf. The number of its students is about forty thousand.
8. wi fiiha šadad kibiir min -ilkulliyyaat, It has a large number of colleges,
9. zayyⁱ kulliyyaat-il[?]adaab wi -ttigaara wi-l^{ħu}[?]uu[?], like the Colleges of Arts, Business Administration, and Law,
10. wi kulliyyaat-ittⁱtibb wi-lhandasa and the Colleges of Medicine, Engineering, and Science.
11. humma kull-itt[?]alaba fiiha masriyyiin? Are all of the students (in it) Egyptians?
12. mušamhum masriyyiin. Most of them are Egyptians.
13. laakin fii talaba-k[?]tiir min -ilbilaad-il[?]arabiyya wi -l[?]ifriqiyya. However, there are many students from the Arab and African countries.
14. wi-l[?]asadza? And the professors?
15. kull-il[?]asadza ta[?]riiban masriyyiin. Almost all of the professors are Egyptians;

- | | |
|---|---|
| 16. wi <u>mu</u> <u>ʒ</u> <u>am</u> hum xadu <u>dar</u> <u>aga</u> at ʔilmiyya min <u>bar</u> <u>ra</u> . | most of them have advanced degrees from abroad, |
| 17. wi luhum ʔabħaas ʔilmiyya wasfa. | and have done extensive research. |
| 18. imta-tʔassasit gamʔit-ilqahira. | When was Cairo University founded? |
| 19. sanit xamsa-w ʔiṣriin. | In 1925, |
| 20. wi kaan-ismaha-lgamʔa-lmasriyya. | and its name was the Egyptian University. |
| 21. wi baʔdeen sammuuha gamʔit fuʔaad -ilʔawwil. | Later it was called Fuad I University. |
| 22. fi sanit talaata-w xamsiin baʔit gamʔit-ilqahira. | In 1953 it became Cairo University. |

Grammar

A. Comparison of adjectives: the superlative.

- | | |
|---|---|
| ilgamʔa di ʔahamm ⁱ gamʔa fi-ṣṣarʔ. | This university is the most important in the Middle East. |
| ilgamʔa di ʔahamm ⁱ waħda fiihum. | This university is the most important one of them. |
| ilgamʔa di min ʔahamm ⁱ gamʔaat -ilʔaalam. | This university is one of the most important universities in the world. |
| ilgamʔa di ʔahammuhum. | This university is the most important of them. |
| ilgamʔa di-lʔahamm ⁱ fiihum. | This university is the most important of them. |

N14.1 The adjective does not have a superlative* form, and in superlative constructions, the comparative form of the adjective (N13.1) is used.

The three most commonly used superlative constructions are:

- (1) comparative + s. and indefinite noun (or noun phrase) or numeral
- (2) (min) + comparative + p. and definite noun (or noun phrase) or numeral
- (3) article + comparative.

All three constructions may be followed by a prepositional phrase, most

commonly with /fi/. /min/ at the beginning of the second construction is optional.

DRILLS

In drills 14.1-5, use as substitution items the adjectives in drill 13.7.

14.1 ?asyuut ?ahammⁱ balad fi-ssaʔiid. Substitute.

14.2 ilbilaad dool muhimmiin, laakin masrⁱ ?ahammuhum. Substitute.

14.3 ilbilaad dool muhimmiin, laakin masrⁱ ?ahammⁱ waḥda fiihum.
Substitute.

14.4 ilbilaad dool muhimmiin, laakin masrⁱ-l?ahammⁱ fiihum. Substitute.

14.5 iskindiriyya min ?ahammⁱ-blaad-iddunya. Substitute.

In drills 14.6-8, use as substitution items the adjectives in drill 13.2.

14.6 ʔali ?anbah tilmiiz fi-lfasl. Substitute.

14.7 il?awlaad dool núbaha, innama ʔali ?anbah waaḥid fiihum. Substitute.

14.8 intu núbaha, laakin ?amiira-w zeenab ?anbah-itneen fiikum.
Substitute.

14.9 T: ?uxtak bintⁱ gamiila.

S: ?uxtak min ?agmal-ilbanaat.

Continue with the following:

di luya sahla.

aḥmad taalib latiif.

?axuuki raagil kuwayyis.

di-ḥkaaya yariiba.

di gamʔa-kbiira.

di tayyaara sariiʔa.

da dawa yaali.

di kilma zariifa.

da fustaan gamiil.

di ʔarabiyya yalya.

da raagil ʔaaʔil.

da yoom ḥilw.

saḥbiti sittⁱ yaniyya.

di ?ooda wasʔa.

4 10 T: ?uxtak bintⁱ gamiila.

S: ?uxtak ?agmal bintⁱ fi-ddunya.

Continue with the sentences in drill 14.9.

B. Verbs: /naada/- and /yanna/-types.

/naada/ (a) 'call'			yanna (a) 'sing'		
naada	3 m.	yinaadi	yanna	3 m.	yiyan
naadit	3 f.	tinaadi	yannit	3 f.	tiyan
naadu	3 p.	yinaadu	yannu	3 p.	yiyanu
nadeet	2 m.	tinaadi	yanneet	2 m.	tiyan
nadeeti	2 f.	tinaadi	yanneeti	2 f.	tiyan
nadeetu	2 p.	tinaadu	yanneetu	2 p.	tiyanu
nadeet	1 s.	?anaadi	yanneet	1 s.	?ayanni
nadeena	1 p.	ninaadi	yanneena	1 p.	niyan

N14.2 All /naada/-type verbs have CVVCV stems, CaaCa or CaCee in the perfect and CaaCi in the imperfect, and belong to the /a/ class. (Note that this classification is in terms of the first vowel, since if the imperfect stem has two vowels, the second is always /i/.)

The imperatives are: /naadi/ (m. and f.), and /naadu/ (p). /naada/-type verbs have only one participle: /minaadi/, /minadya/, and /minadyiin/.

N14.3 All /yanna/-type verbs have CVCCV stems, CaCCa or CaCee in the perfect and CaCCi in the imperfect, and belong to the /a/ class.

The imperatives are: /yanni/ (m. and f.) and /yannu/ (p).

Again there is only one participle: /miyanni/, /miyanniya/, and /miyanniyiin/.

DRILLS

LIST 14.1 Verbs

salla (a)	pray	naada (a)	call
fadda (a)	cross over	daawa (a)	treat
na??a (a)	choose	saawa (a)	arrange
saħħa (a)	wake someone up	ħaama (a) fan	defend
fadda (a)	empty		
wadda (a)	take		
yanna (a)	sing		

14.11 T: salla fi-lbeet. hiyya.

S: sallit fi-lbeet.

T: inti.

S: salleeti fi-lbeet.

Continue with other persons, using the following:

ʔadda-ttariiʔ.

ħaama ʔan saħbu.

naʔʔa-lʔamiis-ilʔabyad.

ɣanna-ssaaʔa tisʔa.

saħħa ʔaxuu badri.

naada saħbu.

fadda-ddurg.

saawa-lʔooda.

wadda-lʔarabiyya ʔa-lgaraaž.

daawa-lʔayyaniin.

14.12 T: salla fi-lbeet. hiyya.

S: ħatssalli fi-lbeet.

T: inti.

S: ħatssalli fi-lbeet.

Continue with other persons, using the sentences in drill 14.11.

14.13 T: salla fi-lbeet.

S₁: salli fi-lbeet.

S₂: salli fi-lbeet.

S₃: sallu fi-lbeet.

Continue, using the sentences in drill 14.11.

C. Negation of imperatives.

iktib. Write.

matiktibš.

Don't write.

iktibi.

matiktibiiš.

iktibu.

matkitibuuš.

N14.4 The negative of imperatives is the same as the negative of the 2nd pers. imperfect.

DRILLS

14.14 T: katab.

S₁: iktib. matiktibš.

S₂: iktibi. matiktibiiš.

S₃: iktibu. matiktibuuš.

Continue with the following:

ɣanna	baka	<u>raaħ</u>
ʔadda	radd	<u>fassar</u>
<u>ʔara</u>	giri	ħaawil
nisi	<u>bass</u>	ʔaam
miš	xaaf	libis
yaab	saafir	daxal
<u>xarag</u>	nizil	ʔalaʔ

14.15 T: nisi. ana.

S: insaani. matinsaniiš.

T: humma.

S: insaahum. matinsahumš.

Continue with 1st and 3rd pers. pronouns as objects using the following:

<u>saħħa</u>	naada
dall	<u>darab</u>
gaab	ʔaabil
wadda	misik
kallim	<u>talab</u>
saʔal	saab

14.16 T: nisi. ana.

S: lee-nsitiini. matinsiniiš taani.

T: saafid.

S: lee saʔittiini. matsaʔidiniš taani.

Continue with 3 m. and 3 f. pronouns as objects, using the verbs in drill 14.15.

N14.5 Verb derivation. Verb stems are either simple or derived. All verbs of the /katab/, /šaaf/, /ħabb/, and /rama/-types have simple stems and consist only of a root and vowel pattern.

Derived verb stems are obtained from simple verb stems either by internal modification (infixation) or by prefixation. Derivation by prefixation will be discussed in Lessons 19, 20, and 26.

The most common (productive) type of internal modification is doubling of the second consonant of the root: simple CVCV(C) becomes derived CVCCV(C). /kallim/-type verbs (except those with quadri-consonantal roots like /targim/) and /ḡanna/-type verbs show this derivation. Such derived verbs are usually transitive and often causative in meaning; e.g.

katab	'he wrote'	kattib	'he made someone write'
fihim	'he understood'	fahhim	'he made someone understand'
libis	'he got dressed'	labbis	'he dressed someone'
xarag	'he went out'	xarrag	'he made someone go out'
fidi	'it became empty'	fadda	'he emptied'
sihi	'he woke up.'	saḡḡa	'he awakened someone'
ša'al	'he carried'	šayyil	'he made someone carry'
xaaf	'he was afraid'	xawwif	'he frightened'
ħabb	'he loved/liked'	ħabbib	'he endeared himself to'

or intensive in meaning; e.g.

ʔafal	'he closed/locked'	ʔaffil	'he closed/locked securely'
kasar	'he broke'	kassar	'he smashed'
rama	'he threw'	ramma	'he scattered'

Another type of internal modification is infixing /aa/ after the first consonant of the root: simple CVCV(C) becomes derived CaaCV(C). /zaakir/ and /naada/-type verbs show this type of derivation.

liʔib	'he played'	laaʔib	'he amused someone'
ʔamal	'he made'	ʔaamil	'he dealt with someone'
zakar	'he mentioned'	zaakir	'he studied'
ʔibil	'he accepted'	ʔaabil	'he met'
ħama	'he shielded'	ħaama	'he defended someone'

A third type of internal modification will be discussed in Lesson 23.

There are verbs with simple stems with no corresponding derived stems. Thus there is no /kallim/ or /zaakir/-type corresponding to /baʔat/ 'he sent'. There are also verbs with derived stems and no corresponding simple stems. Thus there is no /katab/-type corresponding to the verbs /kallim/ 'he spoke to' and /saafir/ 'he traveled'.

SUPPLEMENTARY DRILLS

14.17 gamʔit-ilqahira ʔakbar gamʔa fi-ššarʔ. Substitute:

important	young
near	old
good	big
rich	new
beautiful	expensive

14.18 gamʔit-ilqahira min ʔakbar-ilgamʔaat fi-lʔaalam.
Substitute, using the adjectives in drill 14.17.

14.19 ʔadad talabitha ʔarbiʔiin ʔalf. Substitute:

27,500	3,650
30,000	590
8,700	45,000
10,900	15,400

14.20 itʔassasit sanit ʔalf, tusʔu miyya xamsa-w ʔišriin. Substitute:

1964	1860
1932	1779
1909	1611
1918	1692
1888	1873

14.21 ʔumraha ʔaktar min ʔalfⁱ sana. Substitute:

110 years	5 months
500 years	3 years
750 years	13 years
75 years	90 years
9 years	200 years

Conversation

FOREIGN LANGUAGES

- | | |
|---|---|
| 1. bitiŕaf kam luya, | How many languages do you know? |
| 2. baŕaf-ingiliizi bass, wi ŕaawiz
ʔatŕallim ŕarabi. | I know only English and want to
learn Arabic. |
| 3. darast ⁱ latiini-w faransaawi
fi-lmadrasa-ssanawiyya, | I studied Latin and French in
High School, |
| 4. laakin nisithum xaa ^l is. | but I have completely forgotten
them. |
| 5. muŕzam-innaas fi ʔamriika
mabyiŕafuuš luya ^l at ʔagnabiyya. | Most people in America do not
know foreign languages. |
| 6. innama-f masr ⁱ kull-ilmitŕallimiin
biyiŕafu luya ʔaw luyateen, | In Egypt, however, all educated
people know one or two (foreign)
languages, |
| 7. ŕalašan-ittafliim-ilŕaali ŕaawiz
luya ^l at ʔagnabiyya. | because higher education requires
foreign languages. |
| 8. fa-lmuħadraat fi baŕd-ilkulliyyaat
bi-lluya-lʔingili:ʔyya. | The lectures in some colleges are
in English, |
| 9. wi tabŕan, muŕzam-ilmaraagiŕ
bi-lʔingiliizi. | and, of course, most reference
books are in English. |
| 10. wi-lħukuuma ŕammaala tiddi tálaba
-ktiir minah li-ddiraasa-f
ʔamriika. | Also, the government (continually)
gives many students fellowships
to study in America. |
| 11. ittálaba dool laazim yiŕafu-lluya
-lʔingiliziyya-kwayyis, | These students must know English
well, |
| 12. ŕalašan yistaŕmiluuħa fi-lbaħs ⁱ
wi-ddiraasa. | so as to use it in their research
and studies. |
| 13. imta-ttálaba-f masr ⁱ -byibtidu
dirast-illuya ^l at-ilʔagnabiyya. | When do students in Egypt start
learning foreign languages? |

- | | |
|---|--|
| 14. fi madars-ilñukuuma-byibtidu-f
sana ?uula ?iſdaadi. | In the public schools they start
the first year in Junior High, |
| 15. wi-byaxdu luya ?agnabiyya tanya-f
sana ?uula sánawi. | and take a second foreign language
the first year in Senior High. |
| 16. innama fi-lmadars-ilxassa wi
-l?agnabiyya, biyibtidu-f sana
?uula-btidaa?i. | In private and in foreign schools,
however, they start in the
first grade. |
| 17. aani ?ahamm ⁱ luya ?agnabiyya-f
masr. | Which is the most important foreign
language in Egypt? |
| 18. zamaan nufuuz faransa kaan waasi?, | At one time, France used to have
extensive influence, |
| 19. wi-lluya-lfaransiyya kaanit
muhimma giddan. | and French was very important. |
| 20. dilwa?ti-l?ingiliizi ?ahamm ⁱ bi
-ktiir. | Today English is more important
by far. |

Grammar

A. The modals /ʃaawiz/, /naawi/, and /ʃammaal/.

ʃaawiz ?asaafir.	I want to travel.
ʃawza-tsafri.	You want to travel.
ʃawziin nisaafir.	We want to travel.
naawi tirgaʃ.	You intend to return.
nawya ?argaʃ.	I intend to return.
nawyiin yirgaʃu.	They intend to return.
ʃammaal yizaakir.	He studies all the time.
ʃammaala-dzaakir.	She studies all the time.
ʃammaliin tizakru	You study all the time.

N15.1 In the verb phrases /ʃaawiz/, /naawi/, or /ʃammaal/ + verb, only the imperfect forms of the verb are used. These modals have m., f., and p. forms and agree in gender or number with the subject of the verb. Free subjects, if used, precede the modal.

To negate verb phrases with modals, /miš/ is used before the modal.

15.1 T: saafir. humma.

S: fawziin yisafru.

T: ana.

S: faawiz asaafir.

fawza asaafir.

Continue with other persons, using the following:

nisi	raaḥ
bass	nizil
giri	ṣirib
naam	ʔaʔad
ṣirif	ṣadda

15.2 T: saafir. humma.

S: miš fawziin yisafru.

T: ana.

S: miš faawiz asaafir.

miš fawza asaafir.

Continue with the verbs in drill 15.1.

15.3 T: xarag.

S: maxaragtiš, laakin naawi ʔaxrug.

maxaragtiš, laakin nawya ʔaxrug.

T: rigiʔ

S: margiʔtiš, laakin naawi ʔargaʔ.

margiʔtiš, laakin nawya ʔargaʔ.

Continue with the following:

miši.	saḥḥaa
laʔaa.	ʔaraaha.
ʔabilha.	baʔhum
radd ⁱ faleehum.	sihir
faat faleeha.	darris.

15.4 Repeat drill 15.3 with 1 p., then 3 f. subjects.

15.5 T: xarag.

S: maxaraguš, wi miš nawyiin yuxrugu.

T: rigiʔ.

S: marigʔuuš, wi miš nawyiin yirgaʔu.

Continue, using the sentences in drill 15.3.

15.6 Repeat drill 15.5 with 2 f. then 3 m. subjects.

15.7 T: yanna. hiyya.

S: ʕammaala-tyanni.

T: iħna.

S: ʕammaliin niyanni.

Continue with other persons, using the following:

zaakir.

ʕadd-ilfiluus.

libis.

katab gawaab.

salla.

kallim-innaazir.

ʔara.

naada.

kawa.

giri.

B. Irregular verbs.

/kal/ (ir) 'eat'			/idda/ (ir) 'give'		
kal	3 m.	yaakul	idda	3 m.	yiddi
kalit	3 f.	taakul	iddit	3 f.	tiddi
kalu	3 p.	yaklu	iddu	3 p.	yiddu
kalt	2 m.	taakul	iddeet	2 m.	tiddi
kalti	2 f.	takli	iddeeti	2 f.	tiddi
kaltu	2 p.	taklu	iddeetu	2 p.	tiddu
kalt	1 s.	ʔaakul	iddeet	1 s.	ʔaddi
kalna	1 p.	naakul	iddeena	1 p.	niddi

N15.2 The imperatives of /kal/ are: /kul/, /kuli/, and /kulu/. The participles are: /waakil/, /wakla/, and /wakliin/. There is one other verb just like /kal/ in all forms: /xad/, /yaaxud/ 'take'.

N15.3 The imperatives of /idda/ are: /iddi/ (m. and f.), and /iddu/ (p). The participles are: /middi/, /middiya/, and /middiyiin/. There is no other verb like /idda/.

/wiʔif/ (ir) 'stop, stand'

wiʔif	3 m.	yuʔaf
wiʔfit	3 f.	tuʔaf
wiʔfu	3 p.	yúʔafu
wiʔift	2 m.	tuʔaf
wiʔifti	2 f.	túʔafi
wiʔiftu	2 p.	túʔafu
wiʔift	1 s.	ʔaʔaf
wiʔifna	1 p.	nuʔaf

/gih/ (ir) 'come'

gih	3 m.	yiigi
gat	3 f.	tiigi
gum	3 p.	yiigu
geet	2 m.	tiigi
geeti	2 f.	tiigi
geetu	2 p.	tiigu
geet	1 s.	ʔaagi
geena	1 p.	niigi

N15.4 The imperatives of /wiʔif/ are: /ʔuʔaf/, /ʔúʔafi/, and /ʔúʔafu/.

The participles are /waaʔif/, /waʔfa/, and /waʔfiin/. In the imperfect forms, /i/ may be used in place of /u/ in the first syllables: /yiʔaf/, etc. There is one other verb just like /wiʔif/ in all forms: /wiʔiʃ/, /yuʔaʃ/ 'fall'.

N15.5 The imperatives of /gih/ are: /taʃaala/, /taʃaali/, and /taʃaalu/.

The participles are: /gaay/, /gaaya/, and /gayiin/, or /gayy/, /gayya/, and /gayyiin/. The 3 m. and 3 p. forms of /gih/ in the negative are also irregular: /māgaasʃ/ 'he did not come' and /maguuʃ/ 'they did not come'.

DRILLS

15.8 T: gih badri. ana.

S: geet badri.

T: humma.

S: gum badri.

Continue with other persons, using the following:

kal fi-lbeet.

rikb-ilʔatr.

wiʔif ʔa-lmaʃatta.

wisil fi-lmaʃaad.

xad ʔaxuu maʃaa.

ʔara-lʃhikaaya.

iddaa-lfiluus.

siʃi badri.

daawa-lʃayyaan.

waddaaha ʔa-lgaraaʃ.

15.9 T: gih badri. ana.

S: ʔaawiz ʔaagi badri.

T: humma.

S: ʔawziin yiigu badri.

Continue with other persons, using the sentences in drill 15.8.

15.10 T: gih badri. ana.

S: lee magitšⁱ badri. laazim 'aagi badri.

T: humma.

S: lee maguuš badri. laazim yiigu badri.

Continue with other persons, using the sentences in drill 15.8.

15.11 T: gih badri. ana.

S: baagi badri.

T: humma.

S: biyiigu badri.

Continue with other persons, using the sentences in drill 15.8.

15.12 T: gih badri.

S₁: lee magitšⁱ badri. taʔaala badri.

S₂: lee magitiiš badri. taʔaali badri.

S₃: lee magituuš badri. taʔaalu badri.

Continue with the sentences in drill 15.8.

15.13 T: gih badri.

S₁: lee-btiigi badri. matgiiš badri.

S₂: lee-btiigi badri. matgiiš badri.

S₃: lee-btiigu badri. matguuš badri.

Continue with the sentences in drill 15.8.

15.14 T: gih badri.

S₁ to S₂: huwwa-nta gaay badri?

S₂: aywa, ana gaay badri.

S₃ (of S₂): tabʔan, huwwa gaay badri.

Continue with the sentences in drill 15.8.

15.15 T: gih badri.

S₁: huwwa-ntu gayiin badri?

S₂: aywa, iħna gayiin badri.

S₃: laʔ, humma miš gayiin badri.

Continue with the sentences in drill 15.8.

C. Numerals: 1 and 2.

fii raagil waañid barra.

There is one man outside.

fii sittⁱ wañda barra.

There is one woman outside.

fii kitaab waañid ʔa-ttarabeeza.

There is one book on the table.

fii waañid raagil barra.

There is a certain man outside.

fii wañda sittⁱ barra.

There is a certain woman outside.

ʃuⁱft raagil.

I saw a man.

ʃuⁱft ragleen.

I saw two men.

ʃuⁱft fallaañ.

I saw a farmer.

ʃuⁱft-itneen fallaañiin.

I saw two farmers.

N15.6 The numeral one may precede or follow a noun and in either construction agrees in gender with the noun. Note the difference in meaning of /waañid/ depending on whether it precedes or follows the noun. Note also that although /waañid/ may follow any noun, it can precede only nouns of personal reference.

The numeral two is not used with most nouns, the dual form of the noun being used instead. There are, however, a few nouns (like /fallaañ/) which are not used with the dual suffix, and which are hence preceded by /itneen/. Note that the p. form of the noun is used after /itneen/.

DRILLS

LIST 15.1 Nouns

xaddaam	xaddamiin	servant
fallaañ	fallaañiin	farmer, peasant
sawwaaʔ	sawwaʔiin	driver
taagir	tuggaar	merchant
ħaraami	ħaramiyya	thief
ʔafandi	ʔafandiyya	effendi
ʔaskari	ʔasaakir	policeman, soldier
duktoor	dakatra	doctor
ʔingiliizi	ʔingiliiz	Englishman
ʔamrikaani	ʔamrikaan	American
ʃaami	ʃawaam	Syrian
ʔalmaani	ʔalmaan	German
faransaawi	faransawiyyiin	Frenchman

15.16 T: marra-tneen xaddamiin gum masr. fallaañ.

S: marra-tneen fallahiin gum masr.

Continue with other nouns.

15.17 T: kaan fii-tneen sawwa[?]iin wa[?]fiin ʔa-lmañatta. xaddaam.

S: kaan fii-tneen xaddamiin wa[?]fiin ʔa-lmañatta.

Continue with other nouns.

15.18 T: fii bintⁱ rakba-l[?]atrⁱ-w rayña masr. fallaañ.

S₁: fii fallaañ rakb-il[?]atrⁱ-w raayin masr.

S₂: fii-tneen fallahiin rakbiin-il[?]atrⁱ-w rayhiin masr.

Continue with the following:

<u>raagil</u>	<u>ħaraami</u>	bint	[?] axx	[?] uxt
sitt	<u>duktoor</u>	<u>ʔaskari</u>	[?] afandi	xaddaam

15.19 fii-ктаab waañid bass. Substitute:

sitt	su [?] aal	[?] alam
<u>fasl</u>	<u>ħissa</u>	mandiil
<u>muħadra</u>	mudarrisa	badla
walad	<u>saṭr</u>	<u>tazkara</u>
gumla	<u>šanta</u>	<u>ʔamiis</u>

15.20 T: kaan fii wañda sittⁱ wa[?]fa ʔa-lmañatta. raagil.

S: kaan fii waañid raagil waa[?]if ʔa-lmañatta.

Continue with the following:

xaddaam	xaddaama	taagir
<u>duktoora</u>	[?] afandi	[?] amrikaniyya
<u>ʔaskari</u>	mudarrisa	walad
bint	fallaañ	[?] ingiliziiyya
<u>ħaraami</u>	fallaaña	mudarris

SUPPLEMENTARY DRILLS

15.21 kull-ilmitfaallimiin biyirafu luyateen. Substitute:

servants	effendis	Americans	foreigners
drivers	merchants	students	directors
farmers	soldiers	professors	women
Frenchmen	doctors	teachers	Egyptians
thieves	Syrians	Christians	British

15.22 nawyiin yifallimu luya 'agnabiyya. Substitute:

know	read
study	understand
write	accept
teach	choose
take	give

15.23 Tom naawi yiktib wi yi'ra ra arabi. Subsitute:

Mary	'uxti
Tom wi Mary	<u>ittalaba</u>
'amiira	zeenab
ali	Bill
il <u>unsul</u>	<u>innazra</u>

15.24 fii naas mabyirafuus luyaat 'agnabiyya. Substitute:

don't pray on Friday	don't turn off the light at night
don't wake up early	don't like coffee
sleep late	don't understand French
don't ride on buses	don't eat late at night
don't know Arabic	don't wear hats

Conversation

THE FARMER AND THE SCRIBE

1. zamaan waaḥid fallaaḥ gih masrⁱ
ṭawwil marra-f ḥayaatu. A long time ago a farmer came to Cairo
for the first time in his life.
2. wi-lfallaaḥ da kaan ṭummi. yaṣni
mabyiṭrafⁱ yiṭra wala yiktib. This farmer was illiterate, that is,
he could not read nor write.
3. xarag yitfassaḥ. wi-f ṣaariṭ
min-iṣṣawaariṭ, He went out to look around. In one
of the streets,
4. ṣaaf raagil ṭaaḥid biyiktib, wi
naas kitiir ṭaḍdiin ḥawalee. he saw a man sitting writing, and
many people sitting around him.
5. fa saṭal. miin-irraagil da. So he asked, "Who is this man,
and why are these people sitting here?"
6. wi-nnaas dool ṭaḍdiin hina lee, and they said to him, "This is a
scribe and these people are
awaiting their turn
7. fa ṭaluulu. da kaatib. wi-nnaas
dool biyistannu durhum, so that he will write letters for
them."
8. ṭaṣaan-ilkaatib yiktibluhum
gawabaat. So the farmer waited until his turn
came and said,
9. fa-lfallaaḥ-istanna lamma gih
dooru-w ṭaal. "I want you to write a letter for me
immediately."
10. ana ṭawzak tiktibli gawaab
dilwaṭti ṭahoo. Then the man said to him, "Where do
you want me to send this letter,
and what do you want to say in it?"
11. fa-rraagil ṭallu, ṭawizni
ṭabṭatlak-ilgawaab da feen, The farmer said to him, "I want you
to send it to our village
and inquire about my water buffalo.
12. wi ṭaawiz tiṭuul fii ṭee, The truth is I left her sick, and I
am very worried about her."
13. fa-lfallaaḥ ṭallu, ṭawzak tibṭatu
baladna.
14. wi tisṭalli fii ṭan gamusti.
15. ṭasli sibtaha ṭayyaana. w-ana
maṣyuul ṭaleeha ṭawi.

16. ilkaatib-iṭṭazar wi ʔaal. maṣa
-lʔasaf. maṭdaršⁱ ʔaktiblak
gawaab.

The scribe declined and said, "Sorry,
I cannot write the letter for
you."

17. fa-lfallaaḥ ʔallu lee, ana
ḥadfaṣlak ʔugritak wi-zyaada.

Then the farmer said to him, "Why?
I will pay you your fee and more."

18. fa-rṛaagil ʔaal laʔ. di miš
ḥikaayit filuus.

The man said, "No, it is not a
matter of money.

19. ʔaslⁱ rigli-btiwgaṣni-w miš
ʔaadir ʔamšī ṣaleeha.

The truth is my foot hurts and I
cannot walk on it."

20. fa-lfallaaḥ raddⁱ ṣalee-w ʔaal.
ana miš ṣawzak tiruḥli-lbalad
ṣala rigleek.

The farmer answered and said to
him, "I don't want you to go for
me to the village on foot.

21. iktibli-lgawaab w-ana ʔabṣatu
fi-lbustā.

Write me the letter and I will
mail it."

22. fa-lkaatib ʔallu. ya siidi,
ana xattī wiḥiš ʔawī,

Then the scribe said to him, "My
good man, my writing is so bad

23. bi ḥees-innⁱ maḥaddiš fi
baladkum ḥayīṣraf yiṭraa.

that no one in your village will
be able to read it.

24. fa ṣaṣaan-ilgamuusa tifham
-ilgawaab, laazim ʔaruḥ-ilbalad
bi nafsi-w ʔaṭraḥulha.

Hence for the buffalo to understand
the letter, I myself will have to
go to the village and read it."

Grammar

A. The modal /ʔaawiz/ + objects.

ilʔustaaz ṣawz-ittalamza-yzakru.

The professor wants the students
to study.

ilʔustaaz ṣawzu yiigi.

The professor wants him to come.

ilʔustaaz miš ṣawizha tiigi.

The professor does not want her
to come.

huwwa ṣawizhum yiigu.

He wants them to come.

ilʔasadza ṣawziinak tiigi.

The professors want you to come.

hiyya ṣawzaani ʔaktib gawaab.

She wants me to write a letter.

humma fawzinna niktib dilwa'ti.	They want us to write now.
ana miš fawzu yiigi.	I (m) do not want him to come.
ana fawzaa yiigi.	I (f) want him to come.

N16.1 Like verbs and participles (N12.1), the modal /faawiz/ (N15.1) may have an object. In the construction /faawiz/ + object + verb (imperfect without tense prefixes only), the object of the modal agrees in person and number or gender with the subject of the verb. This construction may be preceded by a noun or a pronoun, which agrees in gender or number with the modal.

DRILLS

16.1 T: ilwalad rigiŋ.

S₁: huwwa fawz-ilwalad yirgaŋ.

S₂: huwwa fawz-il'awlaad yirgaŋu.

Continue with the following:

ilfallaaŋ dafaŋ.

ilmudarris gih.

issittⁱ raaŋit.

irraagil salla.

ilfarabiiyya wi'fit.

issawwaa' miš*i*.

ilwalad naam.

ilxaddaam safidha.

il'afandi kal.

il'ingiliizi xarag.

ittilmiiz sammaŋ.

idduktoor dawaa.

saŋbu wisil.

ilharaami xaaf.

16.2 T: ilwalad rigiŋ.

S₁: ilwalad rigiŋ. laakin hiyya miš fawzaa yirgaŋ.

S₂: il'awlaad rigŋu. laakin hiyya miš fawzaahum yirgaŋu.

Continue with the sentences in drill 16.1.

16.3 huwwa fawizni 'aagi. Substitute:

kal

wi'if

ħaama fannu

xarag

'aŋad

fihim

nadithum

salla

siħi badri

saħħaaha

'ara

bassilu

giri

raddⁱ falee

faat falee

raaħ

ħaawil

sallim faleehum

nizil

rikb-il'atr

rigiŋ

16.4 intu ʕawzinhum yiigu.

Substitute, using the verbs in drill 16.3.

16.5 hiyya ʕawzaak tiigi.

Substitute, using the verbs in drill 16.3.

16.6 T: ilmudarris ʕawizna-nzaakir. inti.

S: ilmudarris ʕawzik tizakri.

T: humma.

S: ilmudarris ʕawizhum yizakru.

Continue with other persons, using the following:

ʔabuuya ʕawizni ʔaktiblu.

ilʕaskari ʕawizni ʔadfaʕ mixalfa.

ʔuxti ʕawzaani ʔafuut ʕaleeha.

ʔasħaabu ʕawziinu-yzurhum.

mafiisħ haddⁱ ʕawizhum yiʕmilu ħaaga.

B. Prepositional phrases with /li/.

katab li miin,

To whom did he write?

katab li saħbu.

He wrote to his friend.

katablu.

He wrote to him.

li saħbu.

To his friend.

luh.

To him.

makatabluuŝ.

He did not write to him.

sallimli ʕala ʔaxuuk.

Greet your brother for me.

N16.2 In the construction verb + /li/-phrase, if /li/ is followed by a pronoun (bound form only, N9.1), then the phrase is bound to the verb. However, the phrase may also occur by itself, typically in answer to a question.

The preposition /li/ in these examples has a much larger area of meaning than that of English to. It could also have been translated for or in/on behalf of, or with other verbs also toward.

As in the negative (N15.5), the 3 m. and 3 p. forms of /gih/ are /gaa-/ and /guu-/ before /li/ + pronoun: /gaali/ 'he came to me'. Note also that in any form of /gih/ + /li/ + 1 s. pronoun, the /li/-phrase may be replaced by /-ni/.

Note that some of the pronouns have a special bound form after /li/ if the phrase occurs by itself, and that the phrase has different forms depending on whether the pronoun is Group I or II (N6.4), and whether the verb ends in C or CC. The details are given in Table 16.1; (cf. Tables 6.1 and 7.1).

		C	CC	
I.	1 s.	-li	-ili	liyya
	2 m.	-lak	-ilak	lak
	2 f.	-lik	-ilik	liki
	3 m.	-lu	-ilu	luh
II.	3 f.	-laha	-ilha	laha
	1 p.	-lina	-ilna	lina
	2 p.	-lukum	-ilkum	lukum
	3 p.	-luhum	-ilhum	luhum

Table 16.1

DRILLS

16.7 T: katab li miin,

S: katablaha.

T: ?ara-l miin,

S: ?aralha.

Continue with the following:

fataħ	<u>fassar</u>	nizil	giri
daxal	sammaʔ	wiʔif	miʃi
<u>xarag</u>	?aal	<u>mada</u>	<u>?ara</u>
rigiʔ	<u>raaħ</u>	rama	ʔanna
dafaʔ	baaʔ	ħaka	gih

In drills 16.8-12, continue with the verbs in drill 16.7.

16.8 T: katabtⁱ-l miin,

S₁: katabtilhum.

S₂: makatabtiš li ħadd.

16.9 T: katabna-l miin,

S: katabnaalu.

16.10 T: kátabu-l miin,

S: katabulna.

16.11 T: ʔaawiz tiktib li miin,

S: ʔaawiz ʔaktiblak.

16.12 T: katab.

S: ana makatabtilkiiš. ana katabtilhum.

16.13 T: kátabu. ana.

S₁: liyya.

S₂: katabuuli? laʔ makatabuliiš.

T: humma.

S₁: luhum.

S₂: katabulhum? laʔ makatabulhumš.

Continue with other persons, using the following:

bassit

gat

giryu

ʔaal

gum

gih

ʔaru

raahit

wiʔif

16.14 T: katab.

S₁: inta makatabtiluuš lee, iktiblu.

S₂: ana katiblu.

Continue with the verbs in drill 16.13.

16.15 T: katab.

S₁: inti makatabtilhumšⁱ lee, iktibilhum.

S₂: hiyya katbalhum.

Continue with the verbs in drill 16.13.

C. Manner complements.

saaʔ-izzaay,

How did he drive?

saaʔ bi-šweeš.

He drove slowly.

saaʔ ʔala mahlu.

He drove carefully.

suuʔi ʔala mahlik.

Drive carefully.

naam ʔaddⁱ ʔee,

How long did he sleep?

naam saʔteen.

He slept two hours.

saafir bi ʔee,

How did he travel?

saafir bi-ttavyaara.

He traveled by plane.

raah-ilbeet-imbaarih bi surfa.

He went home yesterday quickly.

raah-ilbeet bi surfa-mbaarih.

He went home quickly yesterday.

N16.3 The question words (or interrogatives) /izzaay/, /ʔaddⁱ ʔee/, and /bi ʔee/ can be replaced by manner complements.

Like place complements (N8.4), manner complements follow the verb (and the object if there is one). Manner and time complements, in either order, follow place complements.

/ʔabadan/ 'never' is used only with negative constructions.

DRILLS

LIST 16.1 Manner Complements

ʔawaam	quickly	bi-shuula	easily
bi surfa	quickly	bi-ssudfa	accidentally
ʔala yafla	suddenly	li waħd(-u)	by (him)self
šwayya (-zyayyara)	a (little) bit	ʔala mahl-	slowly, gently
kitiir	much	bi-šweš	slowly
ʔabadan	never	kuwayyis	well
ħaalan	immediately	sawa	together

LIST 16.2 Verbs and manner complements

daxal	bi surfa
raah-ilbeet	ʔala yafla
nizil	ʔabadan
ʔadda	ʔala mahlu
rigiʔ	ħaalan
	ʔawaam

16.16 rigʔu ʔawaam.

Continue with other verbs and complements.

16.17 T: saaʔ ʔala mahlu. hiyya.

S: saaʔit ʔala mahlaha.

T: humma.

S: saaʔu ʔala mahluhum.

Continue with other persons, using the following:

miši ʕala mahlu.

biyilbis ʕala mahlu.

xarag li waḥdu.

ḥayruuḥ li waḥdu.

liyiṣṣa-l waḥdu.

16.18 ilmudarris saafir bi-lʔatr. Substitute:

ilmudarrisiin	bi-ssudfa	ʔawaam	inta
bi-ttayyaara	ṣaaf	miši	raaḥ
ilmudarrisa	iḥna	kitiir	bi-lʔutubiis
ʕala yaḥla	rigiʕ	naam	saaḥir
ana	bi surfa	bi-shuula	rigiʕ
ʔabl-ittilmiiz	intu	ʔawaam	inti

D. Interrogatives.

katab ʔee-mbaariḥ,

katab gawaab-imbaariḥ.

katab bi ʔee,

katab bi ʔalam.

iddeet-ilfiluus li miin,

iddeet-ilfiluus li-lwalad.

ilkitaab da min feen,

min feen-ilkitaab da.

ilkitaab da min masr.

miin dārabu.

dārab miin,

What did he write yesterday?

He wrote a letter yesterday.

With what did he write?

He wrote with a pencil.

To whom did you give the money?

I gave the money to the boy.

Where does this book come from?

Where does this book come from?

This book is from Egypt.

Who hit him?

Whom did he hit?

N16.4 Interrogatives may be used independently or in construction with certain prepositions, commonly only /bi/, /li/, /min/, /ʕala/, /ʔadd/, and /ʕaṣaan/.

Interrogatives may substitute for nouns or pronouns as subjects or objects.

Note that interrogative sentences usually have the same intonation as statements if the interrogative occurs at the beginning.

DRILLS

16.19 T: il?ustaaz-it?axxar.

S: miin-it?axxar.

Continue with the following, substituting interrogatives for free subjects, objects, or complements:

ʔawizni ʔaktiblu gawaab.

xaragit-issaaʔa tisʔa.

safru bi-ttayyaara.

wiʔif ʔala-lmaḥatta.

ʔiid-issawra-f yulyu.

rigiʔna ʔawwil-imbaariḥ.

ilmaktaba maʔfuula ʔaṣaan-innaharda-lḥadd.

bazaakir talat saʔaat fi-lyoom.

ʔumru xamas siniin.

dārabu-b ʔasaawa.

16.20 T: xarag maʔa ʔaxuu.

S: xarag maʔa miin,

Continue with the following using interrogatives with prepositions:

inta xaayif min-ilʔimtiḥaan.

ʔaʔad hina sanateen.

saafir bi-lʔatr.

ilkitaab bi xamsa-gneeh.

huwwa min masr.

ilḥaʔʔⁱ ʔala mustafa.

ʔamalitha-b saʔteen.

katablaha gawaab.

huwwa hina min yoom litneen.

ilwalad zayyⁱ ʔabuu.

SUPPLEMENTARY DRILLS

16.21 ʔaaf naas kitiir ʔaʔdiin.

Substitute participles of the following verbs for /ʔaʔdiin/:

daxal

siḥi

naam

libis burneeta

xarag

wiʔif

gih

ʔaal ṣunat

saafir

ʔalaʔ

ʔadda

taʔa-nnuur

raaḥ

rigiʔ

ʔafal

miṣi ʔ riglee

16.22 Sawzak tiktiblu gawaab.

Substitute for /tiktiblu gawaab/:

pay him his wages

sharpen the pencil for him

take the car for him to town

build a house for him

come to him early

leave the bag at the door for him

empty the drawer for him

go to town for him

choose a coat for him

find a hotel for him

complete the homework for him

inquire about the university for
him

16.23 T: Why are you late?

S: mumkin ti?u¹lli-t?axxartⁱ lee,

Continue with the following:

What did you do to him?

When are you going to pay me my wages?

How long are they going to stay in the hotel?

Whom did you greet for me?

Why did he not count the money for me?

When is she going to sell us the car?

Where did you build her the house?

How much did they pay them?

Conversation

ELEMENTARY EDUCATION

- | | |
|--|--|
| 1. ittafliim fi masr ⁱ ma'suum li
?arba? maraahil. | Education in Egypt is divided into
four stages. |
| 2. ilmarhala-l'awwila ⁱ hiyya
-lmarhala libtida'iyya. | The first stage is the elementary
(beginning). |
| 3. ittafliim libtidaa'i sitt ⁱ -sniin. | Elementary education is six years. |
| 4. ittalamza-byibtidu-lmadrassa-f
sinn ⁱ sitta. | The pupils begin school at the age
of six. |
| 5. fi masr ⁱ haliyyan zayy ⁱ -f
?amrika-ttafliim libtidaa'i
?igbaari. | In Egypt now, as in America, elementary
education is compulsory. |
| 6. laakin lissa fii ?awlaad kitiir
fumruhum ma raahu-lmadrassa. | However, there are still many children
who have never gone to school. |
| 7. ilwizaara-btitfaššim-inn ⁱ -f sanit
sabfiin kull ⁱ walad fumru sitt ⁱ
-sniin haykuun fi-lmadrassa. | The Ministry (of Education) hopes that
by the year '70 every child
six years of age will be in school. |
| 8. fašaan yitimm-ilmašruuf da, fala
-lhuukuuma tibni hawaali miyya-
xamsiin madrasa fi-ssana. | In order to realize this project, the
government will have to build
about 150 schools a year. |
| 9. fi-btidaa'i-ttalamza-byitni?lu
min sana-l sana min year ma
yaxdu-mtihanaat. | In the elementary schools the pupils
are promoted from year to year
without taking examinations. |
| 10. innama-f sana satsa fii ?imtihaan
nihaa'i-f ?axr-issana. | However in the sixth year there is a
final examination at the end of
the year. |
| 11. ittalamza-lli-byingaahu-byudxulu
-lmarhala-ttanya-w hiyya
-lmarhala-l'ifdadiyya. | The pupils who pass enter the second
stage; this is the preparatory
(Junior High). |

- | | |
|--|---|
| 12. ilmadars-il'is'dadiyya nufeen,
fanniyya-w famma. | Preparatory schools are of two types,
technical and general. |
| 13. fi 'is'daadi-ttalamza-byaxdu sitt ⁱ
hisas luya 'agnabiyya
fi-l'usbuuf. | In preparatory schools the pupils take
six hours of a foreign language
a week. |
| 14. ittafliim-il'is'daadi talat siniin. | Preparatory education is three years. |
| 15. fi 'axru-mtihaan nihaa'i. | At the end there is a final examination. |
| 16. hawaali xamsiin fi-lmiyya min
-ttalamza-byingahu wi-byaxdu
sahaada. | About fifty percent of the pupils
pass and receive (take) a
certificate. |
| 17. 'arbi'iin fi-lmiyya min-ittalamza
dool biykammilu-drasithum. | Forty percent of these pupils continue
their studies. |
| 18. wi-byudxulu 'imma-lmadars
-issanawiyya-lfamma 'aw
-ilfanniyya 'aw mafahd
-ilmufallimiin. | They enter either the general or the
technical secondary schools or
the teachers institutes. |
| 19. baf ⁱ -ttaalib ma yitxarrag min
mafahd-ilmufallimiin bit'ayyinu
-lwizaara mudarris-ibtidaa'i. | After the pupil leaves the teachers
institutes, he is appointed by the
Ministry an elementary school teacher. |

Grammar

A. The modals /fala/, /nifs/, and /'azd/.

falee-yzaakir.	He ought to study.
falayya 'aktib gawaab.	I ought to write a letter.
nifsu-ysaafir.	He longs to travel.
nifsina-n'suuf-il'ahraam.	We long to see the pyramids.
'azduhum yikallimu-lmudiir.	They intend to speak to the director.
'azdak tizakr-iddars ⁱ da.	You intend to study this lesson.
manifsuuŝ yisaafir.	He does not long to travel.
nifsu maysafirŝ.	He longs not to travel.

N17.1 These modals are used with bound pronouns and are always followed by the imperfect without tense prefixes. The subject of the verb agrees in person and number or gender with the pronoun.

Either the modal or the verb may be negated; /ma- -š/ is used with either.

DRILLS

17.1 T: ʔalee-yzakr-iddars. intu.

S: ʔaleekum tizakru-ddars.

T: ana.

S: ʔalayya ʔazakr-iddars.

Continue with other persons, using the following:

dafaʔ-ilmixalfa.

tafa-nnuur.

ʔamal-ilwaagib.

saʔd-ittalaba.

mada-lgawabaat.

ʔara-lmuhadra.

kammil-ilḥikaaya.

katab li ʔaxuu.

17.2 T: ʔalee-yzakr-iddars.

S: maʔalihuuš yizakr-iddarsⁱ laakin zakru.

Continue with the sentences in drill 17.1.

17.3 T: ʔaleena-nzakr-iddars.

S: maʔalinaaš nizakr-iddarsⁱ laakin zakirnaa.

Continue with the sentences in drill 17.1.

17.4 T: ʔaleeha-dzakr-iddars.

S: maʔalihaaš tizakr-iddarsⁱ laakin zakritu.

Continue with the sentences in drill 17.1.

17.5 T: lissa maguuš. laakin nifsum yiigu sawa. kal.

S: lissa makaluuš. laakin nifsum yaklu sawa.

Continue with the following:

xarag

salla

rigiʔ

raaḥ

ʔara

ʔanna

nizil

rikb-ilʔar

gih

ʔaʔad

faat ʔalee

zaar-ilmaʔrad

miši

ḥall-iimasʔala

saafir

In drills 17.6-9, continue with the items in drill 17.5.

17.6 T: lissa magitš. laakin nifsi 'aagi. kal.

S: lissa makaltiš. laakin nifsi 'aakul.

17.7 T: lissa magitiiš. laakin nifsi tiigi. kal.

S: lissa makaltiiš. laakin nifsi takli.

17.8 T: taʔaala. manifsakšⁱ tiigi lee, kal.

S: kul. manifsakšⁱ taakul lee,

17.9 T: laa gum wala ʔazduhum yiigu. kal.

S: laa kalu wala ʔazduhum yaklu.

B. Verbs with two objects.

katab gawaab li saḥbu.

He wrote a letter to his friend.

katab li saḥbu gawaab.

He wrote to his friend a letter.

kátabu-l saḥbu.

He wrote it to his friend.

katablu gawaab.

He wrote to him a letter.

katabhuulu.

He wrote it to him.

makatabhuluuš.

He did not write it to him.

N17.2 A verb may have two objects, direct and indirect, and either or both may be free (nouns) or bound (pronouns) (N12.1). The indirect object is always preceded by /li/ (cf. N16.2). If both objects are free, then either may immediately follow the verb. If one object (either direct or indirect with /li/) is bound, then it is bound to the verb and the free object follows. If both objects are bound, then the direct must precede the indirect, and the direct if 3 m. has the form /-hu/ (N13.3).

The negative is with /ma- -š/.

DRILLS

17.10 T: ḥaka-lḥikaaya li-ttalamza.

S₁: iḥki-lḥikaaya li-ttalamza.

S₂: ḥakitha li-ttalamza.

S₃: ḥakithalhum.

Continue with the following:

katab gawaab li saḥbu.
kawa-l'amiis li-ssitt.
ʔadd-ilfiluus li-l'afandi.
baʔat-ilmaḥfaza li-lmudiir.
fataḥ-ilbaab li-ttalamza.
dafaʔ-ilmixalfa li-lʔaskari.

xad-issaafa li-mudarrisa.
gaab-ilgawabaat li-nnaazir.
baaʔ-ilʔarabiyya li-ssawwaaʔ.
ʔaal-ilkilma di li-lmudarris.
fassar-ilmasʔala li-ttalamza.
ʔamal-ilwaagib li saḥbu.

In drills 17.11-14, continue with the sentences in drill 17.10.

- 17.11 T: ḥaka-lḥikaaya li-ttalamza.
S₁: iḥki-lḥikaaya li-ttalamza.
S₂: iḥkilhum-ilḥikaaya.
S₃: iḥkihalhum.
- 17.12 T: ḥaka-lḥikaaya li-ttalamza.
S₁: iḥku-lḥikaaya li-ttalamza.
S₂: ḥakinaaha li-ttalamza.
S₃: ḥakinahalhum.
- 17.13 T: ḥaka-lḥikaaya-l saḥbu.
S₁: lee maḥakuuṣ-ilḥikaaya-l saḥibhum.
S₂: ḥakuhaalu.
S₁: laʔ, maḥakuhaluuṣ.
- 17.14 T: ḥaka-lḥikaaya-l saḥbu.
S₁: lee maḥakitṣ-ilḥikaaya-l saḥbak.
S₂: ḥaḥkihaalu baʔdeen.
S₃: miṣ ḥaḥkihaalu.
- 17.15 T: ḥakit-ilḥikaaya. laha.
S: ḥakithalha.
T: liyya.
S: ḥakithaali.

Continue with other persons, using the sentences in drill 17.10.

- 17.16 T: ḥaku-lḥikaaya. luhum.
S: ḥakuhalhum.
T: liyya.
S: ḥakuhaali.

Continue with other persons, using the sentences in drill 17.10.

17.17 T: kaka-lhikaaya. lina.

S₁: iħkilna-lhikaaya.

S₂: iħkihalna.

T: laha.

S₁: iħkilha-lhikaaya.

S₂: iħkihalha.

Continue with other 3rd and 1st pers., using the sentences in drill 17.10.

C. Numerals: ordinals after nouns.

inti fawza ?aani-ктааб,

fawza-lkitaab-ittaalit.

da-lkitaab-ittaalit.

di-lgumla-ttalta.

da-lkitaab-il?awwil / ?awwilaani.

di-lħissa-l?uula / ?awwilaniyya.

idduruus-il?awwilaniyyiin sahliin.

ilgumal-ittanyiin gudaad.

da-lkitaab-il?aaxir / ?axraani.

di-lħissa-l?axra / ?axraniyya.

da-lkitaab-ilħidaašar.

di-lħissa-lħidaašar.

da-ddars-issabaftaašar.

di-lħissa-ssabaftaašar.

Which book do you want?

I want the third book.

This is the third book.

This is the third sentence.

This is the first book.

This is the first period.

The first lessons are easy.

The other sentences are new.

This is the last book.

This is the last period.

This is the eleventh book.

This is the eleventh period.

This is the seventeenth lesson.

This is the seventeenth period.

N17.3 The ordinals first through tenth have m. and f. forms, given in Table 17.1. They follow nouns and agree with them in gender and definiteness. In addition, like adjectives, the ordinals first and second (often to be translated other) have p. forms /?awwilaniyyiin/ and /tanyiin/; they hence agree with nouns in definiteness and gender or number (cf. N5.2). The forms /?awwil/ and /?uula/ are less commonly used after nouns except in expressions like /dāragā ?uula/ 'first class', /sana ?uula/ 'first year' (of school or college).

The ordinals from eleventh on are invariant in form, agreeing with nouns only in definiteness.

The adjective /?aaxir/ patterns like the ordinals and hence is here included.

?awwilaani (?awwil)

taani

taalit

raabiʔ

xaamis

saatit (saadis)

saabiʔ

taamin

taasiʔ

ʔaašir

?awwilaniyya (?uula)

tanya

talta

rabʔa

xamsa

satta (satsa)

sabʔa

tamna

tasʔa

ʔašra

Table 17.1

DRILLS

17.18 huwwa-ddars-ilʔaašir saʔb? Substitute ordinals:

tamanya

talaata

xamsa

miyya

ʔidaašar

itnaašar

xamastašar

tisʔa

itneen

waʔhid

sabʔa

waʔhid

ʔišriin

talatiin

ʔarbaʔa

sitta

17.19 ahoo-lkitaab-ilʔaašir. Substitute:

awwilaani

ʔidaašar

tamriin

ilkilma

tilmiiza

gumla

itnaašar

taani

satr

dars

muʔadra

gawaab

taamin

taalit

xaamis

wáraʔa

tazkara

ʔissa

ʔimtiʔaan

fasl

17.20 da-lkitaab-ilʔawwilaani. ʔummaal feen-ilkutub-ittanyiin,

Substitute for /kitaab/ and /kutub/:

tilmiiz

dulaab

ʔaraami

mudarrisa

ʔilba

saaʔa

wáraʔa

ʔimtiʔaan

kursi

ʔarabiyya

duktoor

ʔaamil

ʔooda

mabna

šubbaak

tazkara

durg

tamriin

dars

ʔikaaya

17.21 da-lkitaab-ilʔawwilaani walla-lʔaxraani,

Substitute for /kitaab/, using the nouns in drill 17.20.

17.22 T: da-ddars-il'awwilaani. kitaab.

S₁: da-lkitaab-il'awwilaani walla-ttaani,

S₂: da laa-lkitaab-il'awwilaani wala-ttaani.

Continue with the nouns in drill 17.20.

SUPPLEMENTARY DRILLS

17.23 ʔala-lwizaara tibni madaaris. Substitute:

idda minañ.

ʔayyin mudarrisiin.

darris luyaata.

saʔd-ittalamza.

fatañ madaaris.

fassar-ilmašruuf.

naʔʔa ʔaħsan naas.

ibtada ħaalan.

17.24 ʔarbiʔiin fi-lmiyya min-ittalamza-byingaħu. Substitute:

kammil dirastu.

rikb-ilʔatr.

itxarrag.

saafir barra.

daxal-ilgamʔa.

raħ-ilmadrasa.

kal fi-lmadrasa.

ʔara-kwayyis.

xad faransaawi.

yaab marra fi-ššahr.

17.25 mumkin tigibhaali min fadlak. Substitute:

fill them for her

put it (f.) for me on the table

read it (f.) to them

iron them for them

ask her for me

sharpen it (m.) for us

open it (m.) for us

explain them to her

pay them to him

solve it (f.) for him

Conversation

SECONDARY AND UNIVERSITY EDUCATION

- | | |
|--|--|
| 1. ilmaṛhala-ssanawiyya zayy
-ilʔiʔdadiyya talat siniin. | The secondary stage, like the preparatory, is three years. |
| 2. fi sana tanya ṣanawi-ttalamza
-byitfarraʃu-l qisṃeen, ʃilmi-w
ʔádabi. | In the second year secondary, the pupils are divided into two sections, scientific and literary. |
| 3. fi qisṃ ⁱ ʃilmi-byitxassasu fi
-lʃulum wi-rriyaada. | In the scientific, they specialize in sciences and mathematics. |
| 4. fi qisṃ ⁱ ʔádabi-byaxdu tariix wi
guyraʃya-w falsafa bidaal
-ilʃulum. | In the literary section, they take history, geography, and philosophy instead of the sciences. |
| 5. kull-ittálaḅa-byaxdu tadriib
ʃaskari wi-byidrisu luyateen
yeer-ilʃárabi. | All the students take military training and study two languages besides Arabic. |
| 6. fi ʔaxr-ilmaṛhala-ssanawiyya
-mtiḥaan nihaaʔi. | At the end of the secondary stage is a final examination. |
| 7. ittalamza-lli-byingaḥu-byaxdu
ṣahaada-smaha-ssanawiyya
-lʃamma. | The pupils who pass receive a certificate called "The General Certificate of Secondary Education." |
| 8. wi kulluhum biyḥibbu yudxulu
gamʃa ʔaw maʃhad ʃaali. | All of them like to enter a university or a higher institute. |
| 9. laakin-ilgamʃaat wi-lmaʃahd
-ilʃulya muzdáḥima giddan. | However, the universities and the higher institutes are very crowded. |
| 10. fa bass-ittálaḅa-lli xadu daṛagaat
ʃalya-byitʔiblu. | Hence only the students who have (took) high grades are admitted. |
| 11. ittanyiin biyḥawlu yitwazzafu fi
-lḥukuuma ʔaw-iṣṣarikaat. | The others try to find employment in government or business (companies). |
| 12. ilmaṛhala-lgamiʃiyya ʔarbaʃ
siniin ʔaw ʔaktar. | The university stage is four years or more. |

- | | |
|---|--|
| <p>13. wi-lkulliyyaat nuſeen. ſamaliyya
zayyⁱ kulliyyaat-iſſaydala wi
-lhandasa, wi nazariyya zayyⁱ
kulliyyaat-ittigaara wi-ttarbiya.</p> <p>14. fi nihayt-ilʿarbaʿ siniin-ittálabá
-byitxarragu-f bakaluryoos
ʿadaab ʿaw ſulum.</p> <p>15. tabʿan-ilgamʿaat biyiddu kamaan
maʿiſteer wi dukturaa.</p> <p>16. fi-ttaʿliim-ilʿaali dilwaʿti
ḥawaali miit ʿalfⁱ taalib.</p> <p>17. wi-lʿadad biyziid bi ſurʿa.</p> <p>18. ittalat maraḥl-ilʿawwilaniyyiin
taḥtⁱ ʿiſraaf wizart-ittarbiya
wi-ttaʿliim.</p> <p>19. ilgamʿaat wi-lmaʿahd-ilʿulya taḥtⁱ
wizart-ittatʿliim-ilʿaali.</p> <p>20. kullⁱ maraḥl-ittatʿliim fi maſrⁱ
magganiyya.</p> | <p>The colleges are of two types:
experimental, like pharmacy
and engineering, and theoretical,
like commerce and education.</p> <p>At the end of four years the students
are graduated with a B.A. or B.S.</p> <p>Of course the universities also give
masters and doctors degrees.</p> <p>In higher education at present
there are about 100,000 students,
and the number is increasing rapidly.</p> <p>The first three stages are under
the supervision of the Ministry
of Education.</p> <p>The universities and the higher
institutes are under the Ministry
of Higher Education.</p> <p>All stages of education in Egypt
are free.</p> |
|---|--|

Grammar

A. The modal /ʃumr/.

ʃumraha ma ʕafrit maſr.
ʃumrina ma ſufnaa.
ʃumru ma-byirkab-ilʿatr.
ʃumru ma yirkab-ilʿatr.
ʃumruhum ma ḥayſufuu.
ʃumrak ſuft-irraagil da?
maʃumrinaaſ ſufnaa.

She has never traveled to Egypt.
We have never seen him.
He never rides the train.
He never rides the train.
They will never see him.
Have you ever seen this man?
We have never seen him.

N18.1 The modal /ʃumr/ is used with bound pronouns. It may be followed by a verb in the perfect or the imperfect with tense prefixes (/bi-/ or /ña-/). The tense prefix /bi-/ may be omitted. The subject of the verb and the pronoun agree in person and number or gender (cf. N17.1). Note the two constructions; /ʃumr-/ + pronoun + /ma/, or /maʃumr-/ + pronoun + /-š/. In questions /ʃumr-/ + pronoun alone may be used.

DRILLS

18.1 T: simʃ-ilħikaaya.

S₁: ʃumrak simiʃt-ilħikaaya di?

S₂: la?. ʃumri ma-smiʃtaha.

Continue with the following:

šaaʃ-irraagil.

darab-ilwalad.

fataħ-ilʃilba.

zaar ʔamriika.

ʔabl-ilmudiir.

ʔaal-ilkilma.

faat ʃa-nnaas.

radd ʃa-nnaas.

xad-ibnu maʃaa.

libs-ižžakitta.

18.2 T: simʃ-ilħikaaya.

S₁: ʃumrukum simiʃtu-lħikaaya di?

S₂: aywa. laakin ʃumrina ma ħanismaʃha taani.

Continue with the sentences in drill 18.1.

18.3 T: nisi-lkitaab.

S₁: ʃumru-byinsa-lkitaab?

S₂: la?. ʃumru ma-byinsa ħaaga.

Continue with the following:

fihm-iddars.

širb-ilʔahwa.

dafaʃ-ilmixalfa.

ʃamal-ilwaagib.

zagr-iddars.

saawa-lʔooda.

fassar-ilmasʔala.

ʔaal-ilkilma.

gaab ilʃilba.

rama-lwáraʔa.

ʔara-lkitaab.

diri bi-lħikaaya.

18.4 T: gaab-ilkitaab.

S₁: ʔumraha gaabit-ilkitaab?

S₂: laʔ. ʔumraha ma gabitu.

S₃: laakin laazim tigiibu dilwaʔti ʔahoo.

Continue with the sentences in drill 18.3.

18.5 T: simʔ-ilħikaaya.

S₁: ʔumruhum ma simʔu-ilħikaaya di.

S₂: maʔumruhum^{ʔi} simʔuuka.

Continue with the sentences in drill 18.1.

18.6 T: gaab-ilkitaab.

S₁: ʔumrik gibti-lkitaab?

S₂: ʔumraha ma bitgiib ħaaga.

S₃: maʔumrahaa^ʔ bitgiib ħaaga.

Continue with the sentences in drill 18.3.

B. /wala/ as a coordinator with negative verbs.

laa ʔara wala katab.

He neither read nor wrote.

maʔaraa^ʔ wala katab^ʔ.

He neither read nor wrote.

laa-byiʔra wala-byiktib.

He neither reads nor writes.

laa-byiʔra wala yiktib.

He neither reads nor writes.

mabyiʔraa^ʔ wala yiktib^ʔ.

He neither reads nor writes.

laa ħaʔuufu wala ħakallimu.

I will neither see him nor speak to him.

miʔ ħaʔuufu wala ħakallimu.

I will neither see him nor speak to him.

miʔ ħaʔuufu wala ʔakallimu.

I will neither see him nor speak to him.

N18.2 Note the two constructions; /laa/ + verb + /wala/ + verb (cf. N5.4), or /ma-/ + verb + /-ʔ/ + verb + /-ʔ/. In the second construction, only the first verb is preceded by /ma-/. In either construction, the tense prefixes are optional with the second verb.

DRILLS

18.7 T: ʔara-w katab.

S₁: laa ʔara wala katab.

S₂: maʔaraaš wala katabš.

Continue with the following:

daxal, xarag

raaħ, gih

fataħ, ʔafal

ʔaam, ʔaʔad

simiʔ, šaaf ħaaga

kal, širib

xad, idda

naam, ʔaam hina

kallimu, raddⁱ ʔalee

sallim ʔalee, kallimu

18.8 T: huwwa-nta ʔareet wi katabt?

S₁: laʔ. laa ʔareet wala katabt.

S₂: maʔaritšⁱ wala katabtiš.

Continue with the verbs in drill 18.7.

18.9 T: maʔaraaš wala katabš. intu.

S: maʔarituuš wala katabtuuš.

T: iħna.

S: maʔarinaaš wala katabnaaš.

Continue with other persons, using the verbs in drill 18.7.

18.10 T: mabyiʔraaš wala yiktibš. intu.

S: mabtiʔruuš wala tiktibuuš.

T: iħna.

S: mabniʔraaš wala niktibš.

Continue with other persons, using the verbs in drill 18.7.

18.11 T: ʔara-w katab.

S₁: laa ħaʔra wala ʔaktib.

S₂: miš ħaʔra wala ʔaktib.

Continue with the verbs in drill 18.7.

18.12 T: masmiʔtuuš-ilħikaaya wala ʔamaltuuš ħaaga. šaaf-irraagil.

S: mašuftuuš-irraagil wala ʔamaltuuš ħaaga.

Continue with the sentences in drill 18.1.

18.13 T: miš ʔanismaʔ-ilʔikaaya wala niʔmil ʔaaga. ʃaaf-irraagil.

S: miš ʔanʃuuf-irraagil wala niʔmil ʔaaga.

Continue with the sentences in drill 18.1.

C. Verbs requiring two objects.

warra saḥbu-ssaaʔa.

He showed his friend the watch.

warraa-ssaaʔa.

He showed him the watch.

warra-ssaaʔa-l saḥbu.

He showed the watch to his friend.

warraaha-l saḥbu.

He showed it to his friend.

warrahaalu.

He showed it to him.

warrahaani.

He showed it /her to me.

warrahuuni.

He showed it /him to me.

warrahumli.

He showed them to me.

N18.3 A few verbs, like /warra/, require two objects. Either or both objects may be free or bound (cf. N17.2). However, the indirect object is preceded by /li/ only when it follows the direct. Note that if both objects are bound and the direct is 3 m. or 3 f. (/hu/ or /ha/ respectively), and the indirect is 1 s., then the latter is not preceded by /li/. It hence has the form /ni/ rather than /i/. After direct objects other than 3 m. or 3 f., however, 1 s. is preceded by /li/.

DRILLS

LIST 18.1 Verbs

ʔalaʔ

ʔallaʔ

ʔara

ʔarra

dafaʔ

daffaʔ

mada

madda

ʃirib

ʃarrab

ʃaal

ʃayyil

libis

labbis

kal

wakkil

fihim

fahhim

18.14 T: ilwalad ʔalaʔ-issaaʔa.

S₁: ʔallaʔu-lwalaʔ-issaaʔa.

S₂: ʔallaʔuu-ssaaʔa.

Continue with the following:

libs-ilburneeta.

dafaŋ mixalfa.

širib ʔahwa.

fihm-iddars.

šaal-iššanta.

ʔara-lgawaab.

kal-ilyada.

mada-lgawaab.

18.15 T: ilbintⁱ ʔálaŋit-issaaŋa.

S₁: ʔallaŋtu-lbint-issaaŋa.

S₂: ʔallaŋtu-ssaaŋa li-lbint.

S₃: ʔallaŋtuhalha.

Continue with the sentences in drill 18.14.

LIST 18.2 Verbs

sallif

lend

sallim

deliver

ŋallim

teach

saʔa (i)

give to drink

idda (ir)

give

18.16 T: warra-ssaaŋa-l saŋbu.

S₁: warri-ssaaŋa-l saŋbak.

S₂: warritha-l saŋbi.

S₃: warrithaalu.

Continue with the following:

idda-lgawaab li-lmudarris.

sallif-ilfiluus li ʔaraybu.

sallim-ilŋilba li-lmudiir.

saʔa-lʔahwa li-lŋummaal.

daffaŋ-ilmixalfa li-lfallaaŋ.

fahhim-iddarsⁱ li-ttalamza.

šayyil-iššanta li-rraagil.

labbis-ilgazma li-lbint.

18.17 T: warra-ssaaʼa-l saḥbu.

S₁: warru-ssaaʼa-l saḥibkum.

S₂: warru saḥibkum-issaaʼa.

S₃: warrinahaalu.

Continue with the sentences in drill 18.16.

18.18 T: warrit-issaaʼa. laha.

S: warrithalha.

T: lak.

S: warrithaalak.

Continue with other persons, using the sentences in drill 18.16.

LIST 18.3 Verbs

daxal	daxxal	rikib	rakkib
ʼaʼad	ʼaʼʼad	nizil	nazzil
<u>xarag</u>	<u>xarrag</u>	diri	darra
rigiʼ	raggaʼ	<u>siḥi</u>	<u>saḥḥa</u>
<u>wisiḥ</u>	<u>wassal</u>	<u>raaḥ</u>	<u>rawwaḥ</u>
wiʼif	waʼʼaf	xaaf	xawwif
		ʼaam	ʼawwim

18.19 T: daxaltu guwwa.

S: miin daxxalkum guwwa.

T: dáxalit guwwa.

S: miin daxxalha guwwa.

Continue with other persons, using the following:

ʼaʼad ʼa-lkursi.

ʼaam ʼala yafla.

xarag barra.

raaḥ-ilbeet.

wisiḥ li-lbeet.

xaaf.

rikb-ilʼatr.

siḥi badri.

nizil taḥt.

diri bi-lḥikaaya.

rigʼ-ilbeet.

wiʼif saʼteen.

D. Numerals: ordinals before nouns.

da taalit kitaab.	This is the third book.
di taalit <u>hissa</u> .	This is the third period.
di ?awwil <u>marra</u> .	This is the first time.
di xaamis <u>marra</u> .	This is the fifth time.
di ?aaxir gumla.	This is the last sentence.

N18.4 Before nouns, only the ordinals first through tenth are used. They are invariant in form in this position, showing no gender or number agreement. The form is the same as that identified as m. in Table 17.1. Note that /?awwilaani/ is not used before nouns. Neither the ordinal nor the noun occur with the article.

The ordinals from eleventh on are used only after nouns (cf. N17.3). Again the adjective /?aaxir/, also invariant in form, patterns like the ordinals.

DRILLS

18.20 T: ahoo-lkitaab-il?aašir. awwilaani.

S₁: ahoo-lkitaab-il?awwilaani.

S₂: ahoo ?awwil kitaab.

Continue with the numerals in drill 17.18.

18.21 da ?aašir kitaab.

Substitute, using the items in drill 17.19.

18.22 T: da ?awwil walla ?aaxir kitaab, marra.

S₁: di ?awwil walla ?aaxir marra,

S₂: di-lmarra-l?awwilaniyya walla-l?axraniyya,

Substitute, using the nouns in drill 17.20.

18.23 T: daras-iddars.

S₁: madarašš^{vi} laa-ddars-il?awwilaani wala-ttaani.

S₂: madarašš^{vi} laa ?awwil wala taani dars.

Continue with the following:

<u>ʔ</u> <u>a</u> <u>r</u> <u>a</u> -l <u>h</u> i <u>k</u> a <u>a</u> y <u>a</u> .	daxal-il <u>ʔ</u> <u>o</u> <u>o</u> <u>d</u> <u>a</u> .
xad-il <u>ʔ</u> <u>a</u> <u>t</u> <u>r</u> .	daʔʔ ⁱ ʃa-lbaab.
ri <u>k</u> b-il <u>h</u> i <u>u</u> <u>m</u> <u>a</u> <u>a</u> <u>r</u> .	kammil-il <u>h</u> i <u>k</u> a <u>a</u> y <u>a</u> .
<u>t</u> <u>a</u> <u>l</u> <u>a</u> b-innimra.	h <u>a</u> ll-ilmasʔala.
ʃaaf-issitt.	baaʃ-itt <u>a</u> <u>z</u> <u>k</u> <u>a</u> <u>r</u> <u>a</u> .

SUPPLEMENTARY DRILLS

18.24 fi-ttaʃliim-ilʃaali miit ʔalfⁱ taalib. Substitute:

150,000	907,000
35,000	14,000
109,000	90,500
300,000	51,309

18.25 ittalaba-lli-byingaŋu-byaxdu ʃahaada. Substitute:

travel	are admitted
are divided into two sections	find employment
specialize in sciences	graduate
take mathematics	obtain an M.A.
enter a university	teach in secondary school

18.26 mumkin tiʔulli-ssaaʃa kaam, min fadlak. Substitute:

Why is the number increasing so rapidly?
 Why did you leave so suddenly?
 When will they come together?
 Why are you driving slowly?
 Why doesn't he ever try?
 How do they pass so easily?
 When will you help me a little bit?
 Where does she want to go alone?
 When did you see him accidentally?
 Why didn't you send her to him immediately?

Conversation

AL-AZHAR UNIVERSITY

1. ilʔazhar ʔaʔdam wi ʔahammⁱ gamfa
ʔislamiyya-w min ʔaʔdam
-ilgamfaat fi-lʔaalam. Al-Azhar is the oldest and most important Islamic University and one of the oldest universities in the world.
2. ʔassisu-lqaaʔid-ilfatimi goohar
fi sanit tusʔu miyya-w sabʔiin. The Fatimid General Gohar founded it in 970 (A.D.).
3. kaan fi-lʔawwil makaan li
-lʔibaada bass. At the beginning it was only a place of worship.
4. fi sanit tusʔu miyya tamanya-w
tamaniin ʔawwilu-lxaliifa
-lʔaziiz li madrasa diniyya-w
gamfa. In 988 the Caliph Al-Aziz made it into a religious school and a university.
5. wi min waʔtaha baʔa markaz muhimmⁱ
giddan li tadriis-illuya
-lʔarabiyya wi-lqurʔaan. From then on, it has been a very important center for the teaching of Arabic and the Quran.
6. ʔaliyyan-ilʔazhar biyišmil gamfa-w
maʔaahid diniyya-ktiira. At present, Al-Azhar includes a university and many religious institutes.
7. ʔadad tʔalabit-ilʔazhar ʔawaali
xamsa-w ʔarbiʔiin ʔalf. The number of Al-Azhar students is about 45,000.
8. minhum talat talaaf tʔalib ʔagnabi,
muʔzammum min-ilbilaad
-ilʔislamiyya. Of these, 3,000 are foreign students, most of them from the Islamic countries.
9. ittaalib mabyiʔdaršⁱ yudxul
-ilmaʔahd-iddiniyya-ttabʔa
li-lʔazhar, A student cannot enter a religious institute associated with Al-Azhar,
10. min yeer ma-ykuun ʔafaz-ilqurʔaan
kullu yayban wi xad-iššahaada
libtidaʔiyya. without having memorized the whole Quran and having obtained the elementary school certificate.

- | | |
|--|--|
| <p>11. fi gamfit-il'azhar taman
 kulliyyaat, minhum kulliyyaat
 -iddirasaat-il'islamiyya wi
 -ddirasaat-il'arabiyya wi-ttibbⁱ
 wi-lhandasa.</p> | <p>In Al-Azhar University there are
 eight colleges, among them the
 Colleges of Islamic Studies,
 Arabic Studies, Medicine, and
 Engineering.</p> |
| <p>12. wi kulliyyaat-il'azhar dool
 biyixtilfu fan-ilgamfaat-ittanyiin.</p> | <p>These colleges of Al-Azhar differ
 from (those of) other universities,</p> |
| <p>13. fa-ttalaba fiihum biyidrisu
 -lfuluum 'aw-il'adaab wi
 -byitxassasu fi-lmawaad
 -iddiniyya-f nafs-ilwa't.</p> | <p>in that the students in them study
 sciences or arts and at the same
 time specialize in religious
 subjects.</p> |
| <p>14. maktabt-il'azhar daxma giddan.</p> | <p>The library of Al-Azhar is very large.</p> |
| <p>15. fiiha 'alaaf-ilkutub wi-lmaxtutaat
 -il'udaam.</p> | <p>In it are thousands of books and old
 manuscripts.</p> |
| <p>16. li-l'azhar nufuuz waasi' fi
 -l'aalam-il'islaami,</p> | <p>Al-Azhar has extensive influence in
 the Islamic world,</p> |
| <p>17. kees-innu 'akbar markaz
 biyihtammⁱ-b našr-il'islaam
 wi-b tadriis-ilgur'aan wi
 -ššarii'a.</p> | <p>because it is the largest center
 which is devoted to the spreading
 of Islam and the teaching of the
 Quran and Islamic Law.</p> |
| <p>18. mu'zam-irru'asa-ddiniyyiin fi
 -lbilaad-il'islamiyya d'arasu fii.</p> | <p>Most of the religious leaders in the
 Islamic countries have studied in it.</p> |
| <p>19. wuguud-il'azhar fi masr-iddaaha
 markaz 'aali-w nufuuz kibiir
 fi-l'aalam-il'islaami.</p> | <p>The presence of Al-Azhar in Egypt gives
 it (Egypt) a prominent position and
 great influence in the Islamic world.</p> |

Grammar

A. The modals /yadoob/ and /zamaan/.

yadoobu daxal-il'ooda.	He has just entered the room.
yadubhum gum.	They have just come.
zamaanak darast-iddars.	You must have studied the lesson by now.
zamanha wislit.	She must have arrived by now.

N19.1 These modals are used with bound pronouns and are always followed by the perfect of verbs. The subject of the verb agrees in person and number or gender with the pronoun (cf. N18.1).

DRILLS

19.1 T: sihi. hiyya.

S: yadubha sihiyit, wi fawza timši?

T: inta.

S: yadoobak siheet, wi faawiz timši?

Continue with other persons, using the following:

<u>salla</u>	libis	daxal
kal	<u>wisil</u>	firif
sammaf	rigif	gih

19.2 T: fadd-ilfiluus.

S₁ to S₂: fidd-ilfiluus.

S₂: yadoobi fadditha.

S₃ of S₂: aywa sahh. yadoobu faddaha.

Continue with the following:

saawa-1 [?] <u>ooda</u> .	famal-ilwaagib.
<u>ara</u> -lgawaab.	<u>talab</u> -innimra.
mala-lfingaan.	bafat-ilfilba.
bara - 1 [?] alam.	xad-ilkutub.
hall-ilmas [?] ala.	[?] allu-lhikaaya.

19.3 T: fadd-ilfiluus.

S₁: fiddu-lfiluus.

S₂: yadubna faddinaaha.

S₃: fidduuha taani.

Continue with the sentences in drill 19.2.

19.4 T: warra-ssaa^a-1 sahbu.

S₁: yadubhum warru-ssaa^a-1 sahibhum.

S₂: yadubhum warruhaalu.

Continue with the sentences in drill 18.16.

- 19.5 T: issaafa ba'it wañda. zamaanu wisil.
 S₁: issaafa ba'it wañda. zamanha wislit.
 S₂: issaafa ba'it wañda. zamanhum wislu.

Continue with the following:

<u>siñi</u>	?abilhum	saafir
miŋi	<u>xarag</u>	?afal
naam	rigiŋ	kal
<u>raaħ</u>	rikb-il?atr	gih

- 19.6 T: xarag min saŋteen. zamaanu wisil. inti.
 S: xaragti min saŋteen. zamaanik wisilti.
 T: humma.
 S: xaragu min saŋteen. zamanhum wislu.

Continue with other 2nd and 3rd pers. Repeat, substituting for /wisil/:

simiŋ kull ⁱ ħaaga.	tiŋib.
rikb-ittayyaara.	ŋaaf-ilmaŋrad.
xad-il?utubiis.	<u>raaħ</u> -ilbeet.
faat ŋa-lbank.	?aabil <u>saħbu</u> .

B. Verb phrases: Verb I + verb.

nisi-ygiib-iššanta.	He forgot to bring the suitcase.
bitiŋraf tiŋuum?	Do you know how to swim?
miš ħayi?dar yiigi.	He will not be able to come.
saami miš ?aadir yilŋab.	Sami is not able to play.
laazim yiħaawil yi?ablu.	He must try to meet him.
ŋumraha ma ħatiŋraf tiŋuum.	She will never know how to swim.

N19.2 In this construction of verb + verb, only a limited number of verbs (Verb I, given in List 19.1), or active participles derived from them, can occur in first position. The verb may be perfect or imperfect (with or without tense prefixes). In second position, any verb may occur, but only in the imperfect without tense prefixes. Note that the two verbs have the same subject.

This construction may include a modal at the beginning. If the modal has a (bound) pronoun, then it and the subject of the verbs agree in person and number or gender.

DRILLS

LIST 19.1 Verb I

ʃirif	<u>ʔidir</u> (a)	be able
ħaawil	<u>fidil</u> (a)	keep on, continue
ħabb	<u>faddal</u>	prefer
nisi	ibtada (i)	begin

19.7 T: ʃamal-ilwaagib.

S₁: ħawiltⁱ tiʃmil-ilwaagib?

S₂: ħawilt. . laakin maʔdir^{tiš} ʔaʃmilu.

S₃: niseet ʔaʃmilu.

Continue with the following:

fataħ-iššanta.

kawa-žžakitta.

wadda-lgawabaat.

ʃadd-ilfiluus.

fadda-ddurg.

baaʃ-ilʃarabiyya.

bara-lʔalam.

targim-ilgumla.

tafa-nnuur.

širb-iddawa.

19.8 T: ʃamal-ilwaagib.

S₁: ħawiltu tiʃmilu-lwaagib?

S₂: ħawilna. laakin maʔdirnaaš niʃmilu.

S₃: niseena niʃmilu.

Continue with the sentences in drill 19.7.

19.9 ibtada-yzaakir wi maʔdir^šⁱ-ykammil.

Substitute for /zaakir/:

kal

katab

sammaʃ

ʔanna

ʔara

giri

kawa

ħaka-lħikaaya

daras

ʔallu

ħall-ilmasʔala

ʃadd-innaas

19.10 ħayħibbu yiigu walla-yfaddalu mayguuš?

Substitute for /gih/:

kal dilwaʔti

raaħ

dafaʃ dilwaʔti

ʔanna

saafir

ʔaʃad

ʔara

nizl-ilbalad

gih

naam

rikib ʔatr

kallimhum

19.11 fidlit timši-lyayt-issubh.

Substitute for /miši/:

<u>sim</u> ʔ-irradyu	<u>bass</u> ilu	kallimni
<u>talab</u> -innimra	giri	saaʔ
katab	širib ʔahwa	baka
zaakir	daras	naada

19.12 ana miš ʔaadir ʔafham ħaaga. Substitute:

iħna	ʔamal	intu	iħna
ʔaal	inta	<u>ʔara</u>	simiʔ
hiyya	<u>talab</u>	naʔʔa	širib
kal	inti	ana	huwwa
humma	nisi	xad	laʔa

19.13 ʔumraha ma ħatiʔraf tiʔuum li waħdaha. Substitute:

inti	gih	inta	iħna
saaʔ	ana	<u>xarag</u>	naam
intu	<u>ʔara</u>	ana	rigiʔ
radd ⁱ ʔalee	humma	zaakir	hiyya
iħna	katab	<u>siħi</u>	ʔaʔad

C. Derived verbs: /it-/ prefix with /katab/ and /rama/-types.

katab-ilgawaab.	He wrote the letter.
ilgawaab-itkatab.	The letter was/has been written.
biyiktib-ilgawaab.	He is writing the letter.
ilgawaab biyitkitib.	The letter is being written.
fihm-iddars.	He understood the lesson.
iddars-itfaham.	The lesson was/has been understood.
iddars ⁱ -byitfihim.	The lesson can be understood (is understandable).
bana-lbeet.	He built the house.
ilbeet-itbana.	The house was/has been built.
ilbeet biyitbini.	The house is being built.
nisi-lħikaaya.	He forgot the story.
ilħikaaya-tnasit.	The story was/has been forgotten.
ilħikaaya miš ħatitnisi.	The story will not be forgotten.

N19.3 Derived verbs with the /it-/ prefix are passive. Although grammatically there is a subject, no agent is expressed. 'The letter was written by him' can be expressed in Arabic only by using the simple (active) form of the verb: 'He wrote the letter.' The form of the prefix is commonly /it-/; however /in-/ also occurs.

The vowel patterns of verbs derived from the simple verbs of the /katab/ and /rama/-types are predictable. All perfect stems have the form itCaCa(C) and all imperfect stems itCiCi(C). All such derived verbs hence belong to the /i/ class, regardless of the class to which the simple verbs belong.

The participle of these verbs has the form mitCiCi(C): /mitkitib/, /mitnisi/. However, the passive participle of /katab/, /rama/ (and /ħabb/)-type verbs is more commonly used than the participles of the derived verbs; hence /maktuub/ is preferred to /mitkitib/.

DRILLS

LIST 19.2 Verbs

garaħ (a)	wound	itgaraħ (i)
wagaʔ (a)	hurt	itwagaʔ (i)
saraʔ (a)	steal	itsaraʔ (i)
naʔal (i)	transfer	itnaʔal (i)
yalab (i)	defeat	ityalab (i)
<u>fasal</u> (i)	expel	it <u>fasal</u> (i)
ħabas (i)	imprison	itħabas (i)
<u>basat</u> (i)	please	it <u>basat</u> (i)

19.14 T: fataħ-ilbaab.

S₁: ilbaab-itfataħ.

S₂: ilbaab ħayitfitiħ.

Continue with the following:

simʔ-isscot.

ʔirf-ilħikaaya.

fihm-iddars.

dafaʔ-ilmixalfa.

kasar-ilkursi.

rama-lwaraʔa.

saraʔ-ilʔalam.

nisi-lħikaaya.

fasal-ittilmiiz.

ʔafal-ilʔilba.

ʔamal-ilwaagib.

misk-ilħaraami.

mada-lgawaab.

bana-lbeet.

mala-ddurg.

ʔara-lħikaaya.

tafa-nnuur.

ħabas-ilħaraami.

19.15 T: fatañ-ilbaab.

S₁: ilbabeen dool-itfátañu.

S₂: ilbabeen dool ñayitfitñu baŋdⁱ-šwayya.

Continue with the sentences in drill 19.14.

19.16 T: širb-il'ahwa.

S: il'ahwa di matitširibšⁱ 'ábadan.

Continue with the following:

kasar-ilfingaan.

nisi-lñikaaya.

libs-ižžakitta.

ñaka-lñ'kaaya.

rikb-il'atr.

ñamal-ilñaga di.

19.17 T: gárañu. ana.

S₁: garañuuni.

S₂: itgarañt.

T: inti.

S₁: garañuuki.

S₂: itgarañti.

Continue with other persons, using the following:

basat

wagañ

yalab

misik wi ñabas

fasal

na'al min masrⁱ li-skindiriyya

19.18 T: gárañu. ana.

S₁: ñayigrañuuni.

S₂: miš ñatgiriñ.

Continue with other persons, using the verbs in drill 19.17.

19.19 T: fatañ-ilbaab.

S₁: ilbaab maftuuh?

S₂: la'. lissa matfatañš.

S₃: ñayitfitiñ baŋdeen.

Continue with the sentences in drill 19.14.

D. Subordinators.

kallimtaha. ?axuuha gih.	I spoke to her. Her brother came.
kallimtaha lamma gih ?axuuha.	I spoke to her when her brother came.
lamma gih ?axuuha kallimtaha.	When her brother came, I spoke to her.
ħakallimha. ħaagi.	I will speak to her. I will come.
ħakallimha ?awwil m-aagi.	I will speak to her as soon as I come.
ħakallimu. ?axuu ħayiigi.	I will speak to him. His brother will come.
ħakallimu ?abl ⁱ ma yiigi ?axuu.	I will speak to him before his brother comes.
ħakallimu ?abl ⁱ ?axuu ma yiigi.	I will speak to him before his brother comes.
istanni. ħayiigi.	Wait. He will come.
istanni lamma yiigi.	Wait until he comes.

N19.4 Subordinators (cf. N5.4) are uninflected and are used to link two sentences, the second of which must be verbal. If the verb in sentence₁ is perfect, the verb in sentence₂ must also be perfect. If the first is imperfect or imperative, the second must be imperfect without tense prefixes. Note that when a verbal sentence with a free subject occurs after a subordinator, the usual order of free subject + verb (N3.4) is commonly reversed: subordinator + verb + free subject. A free subject may also precede the /ma/ of the subordinator.

Two different sequences are possible: sentence₁ + subordinator + sentence₂, or subordinator + sentence₂ + sentence₁.

In sentences linked by the subordinators /?ablⁱ ma/ or /min yeer ma/, the verb in sentence₂ is only imperfect without tense prefixes; the verb in sentence₁ may be perfect or imperfect. Other subordinators link sentences with verbs in the perfect or the imperfect. Note that /lamma/ is translated either 'when' or 'until'.

Note the elision that takes place if the subordinator immediately precedes a 1 s. verb in the imperfect; hence /lamma/ + /?aktib/ is /lamm-aktib/, or /?awwil ma/ + /?aagi/ is /?awwil m-aagi/ (cf. N7.4).

DRILLS

LIST 19.3 Subordinators

lamma	when, until
baʃd ⁱ ma	after
ʔawwil ma	as soon as
saaʃit ma	at the time that
liyaayit ma	until
min yeer ma	without
ʔabl ⁱ ma	before

- 19.20 T: ʔareet-ilgawaab. madeet-ilgawaab.
 S₁: ʔareet-ilgawaab wi baʃdeen madeetu.
 S₂: baʃdⁱ ma ʔareet-ilgawaab madeetu.
 S₃: madeet-ilgawaab baʃdⁱ ma ʔareetu.

Continue with the following using /baʃdⁱ ma/:

nizl-ilbalad. dafaʃ-ilmixalfa. (lamma)
 ʃamalna-lwaagib. xaragna. (baʃdⁱ ma)
 tafit-innuur. naamit. (min yeer ma)
 katabli. raddeet ʃalee. (ʔawwil ma)
 ilʃarabiyya faatit. ʃadda-ššaariʃ. (ʔablⁱ ma)
 waʔʔafni. daffaʃni-mxalfa. (baʃdⁱ ma)
 ʃadd-ilfiluus. ʃatt-ilfiluus fi-ddurg. (liyaayit ma)
 baaʃ-ilʃarabiyya. saafir. (lamma)
 salliftu-lfiluus. bana-lbeet. (lamma)
 dárabu-lḡaraami. ḡábasu-lḡaraami. (min yeer ma)

In drills 19.21-25, use the subordinator given in the drill and continue with the sentences in 19.20.

- 19.21 T: ʔareet-ilgawaab. madeet-ilgawaab.
 S₁: ʔareet-ilgawaab wi baʃdⁱ kida madeetu.
 S₂: ʔareet-ilgawaab ʔablⁱ m-amdi.
 S₃: madeet-ilgawaab baʃdⁱ ma ʔareetu.

- 19.22 T: ʔareet-ilgawaab. madeet-ilgawaab.
 S₁: ʔareet-ilgawaab wi ḡaalan madeetu.
 S₂: ʔawwil ma ʔareet-ilgawaab madeetu.
 S₃: madeet-ilgawaab ʔawwil ma ʔareetu.

- 19.23 T: 'areet-ilgawaab. madeet-ilgawaab.
 S₁: madeet-ilgawaab laakin ma'arituuš.
 S₂: madeet-ilgawaab min yeer m-a'raa.
- 19.24 T: 'areet-ilgawaab. madeet-ilgawaab.
 S₁: madeet-ilgawaab saafit ma 'areetu.
 S₂: madeet-ilgawaab lamma 'areetu.
- 19.25 T: 'areet-ilgawaab. madeet-ilgawaab.
 S₁: mamaditš - ilgawaab-illa baŋdⁱ ma 'areetu.
 S₂: mamaditš-ilgawaab lamma 'areetu.
 S₃: mamaditš-ilgawaab liyaayit ma 'areetu.
- 19.26 T: 'areet-ilgawaab. madeet-ilgawaab. lamma.
 S₁: madeet-ilgawaab lamma 'areetu.
 S₂: hamdi-lgawaab lamm-a'raa.
 S₃: indu-lgawaab lamma ti'ruu.

Continue with the sentences in drill 19.20, using the subordinators in parentheses.

SUPPLEMENTARY DRILLS

- 19.27 mabyi'daršⁱ yudxul-ilgamfa min yeer ma yiħfaz-ilgur?aan.

Substitute for /yiħfaz-ilgur?aan/.

study Arabic	read the Quran
go abroad	obtain a certificate
go to a secondary school	pass the exam
bring a certificate	be transferred to Cairo
speak English	obtain a fellowship

- 19.28 fii talat talaaf taalib 'agnabi fi-lgamfa. Substitute:
- | | |
|----------------------|-----------------------|
| 200 Arab students | 9 American students |
| 12 French students | 16 American students |
| 48 Egyptian students | 3500 foreign students |
| 17 German students | 70 Spanish students |
| 10 Syrian students | 62 Syrian students |

Conversation

1. marra ?asad wi diib wi taflab
xáragu mafa baŋdⁱ yistaadu.
2. il?asad-istaad yazaal wi ?aal
li-ddiib.
3. inta raagil ha??aani. i?sim
-ilyazaal binna-hna-ttalaata.
4. fa-ddiib fakkar wi ?aal.
xalliina niddi-ttaflab rigl.
5. w-ana ?aaxud rigl. wi-lbaa?i
ŋalaŋaanak.
6. fa-l?asad-ityaaz wi hagam ŋa
-ddiib wi ?ataflu raasu.
7. wi-ltafat li-ttaflab wi ?allu.
8. ana ?aŋraf-innak raagil ŋaadil
wi ŋakiim.
9. i?sim-ilyazaal binna-hna
litneen. lahsan-ilwaaŋid
gaaŋ wi ŋaawiz yaakul.
10. fa-ttaflab ?allu. itfaddal
haadritak kul lamma tišbaŋ.
11. illi yifdal minnak yikfiini wi
-zyaada.
12. il?asad-istayrab ?awi mi-ttaflab
wi-?allu.
13. ya salaam. da-nta ŋaadil min
ha??ⁱ wi ha?ii?

TWO FABLES

Once a lion, a wolf, and a fox went out together to hunt.

The lion caught a gazelle and said to the wolf,

"You are an honorable fellow. Divide the gazelle among the three of us."

And the wolf thought about it and said, "Let us give the fox a leg,

and I will take a leg; the rest is for you."

Then the lion became angry and attacked the wolf and cut off his head.

Then he turned to the fox and said,

"I know that you are a just and a wise fellow.

Divide the gazelle between the two of us. For one is hungry and wants to eat."

Then the fox said to him, "Please eat until you have had enough.

That which is left will suffice for me and be more than enough."

The lion was very surprised at the fox and said to him,

"Do tell! You are indeed just!

14. bassⁱ ?a^hibbⁱ ?a^raf gibr
-innabaaha di-mneen,

Only I would like to know, where did
you get this wisdom?"

15. fa-tta^rlab ?aal. min raas
-iddiib-illi-t?ata^rit.

And the fox said, "From the wolf's
head which got cut off."

1. marra kaan yuraab waa?if fala
šaagara-w šaayil hittit lahma-f
fummu.

Once there was a crow perching on a
tree and holding a piece of meat
in his mouth.

2. šaafu ta^rlab. fa habbⁱ yihtaal
falee-w yisra?-illa^rma minnu.

A fox saw him and wanted to play a
trick on him and take the meat
away from him.

3. fa ?arrab minnu-w ?aal. nahaarak
sa^riid. nawwartⁱ hittitna.

Then he approached him and said,
"Good day. I am delighted to
see you."

4. il^ryuraab maraddi^rš faša^ran fummu
kaan malyaan.

The crow did not reply because
his mouth was full.

5. lamma-tta^rlab šaaf-inn-il^rhiila
-l?awwilaniyya manif^ritš ,
?allu.

When the fox saw that the first
trick did not succeed, he said
to him:

6. ?a^hibbⁱ ?ahanniik fala sootak
-ilbadii^r.

"I would like to congratulate you
on your magnificent voice.

7. simi^rtu-mbaari^rh wi fa^rgabni ?awi.

I heard it yesterday and it pleased
me very much.

8. liyya fandak raga. tisma^rh
tisamma^rni-ssoot-il^rmalayki
da taani,

I have a favor to ask of you.
Would you please let me hear
this angelic voice again?"

9. il^ryuraab-imbasat mi-lkalaam da
wi-tnafax wi-btada-yyanni.

The crow was delighted with these words
and was proud and began to sing.

10. fa-llaḥma wiʔʔit ʔa-lʔard. fa The meat fell to the ground. Then the
xadha-ttaʔlab wi miʃi-w fox took it, walked away, and said
ʔaal li-lyuraab. to the crow:
11. biyithayyaʔli baʔdⁱ kullⁱ "It seems to me after all that your
-ḥsaab-innⁱ laḥmak ʔalazzⁱ meat is more enjoyable (delicious)
min laḥnak. than your tune."

Grammar:

A. Verb phrases: Verb II + verb.

raaḥ gaab-ilkitaab.	He went and brought the book.
raaḥ yigiib-ilkitaab.	He went to bring the book.
ḥayruuḥ yigiib-ilkitaab.	He will go to bring the book.
saami xaarig yilʔab.	Sami is going out to play.
ʔaʔad kal.	He sat down and ate.
ʔaʔad yaakul.	He sat down to eat/ate on and on.
biyuʔʔud yaakul.	He is sitting down to eat.
ʔali ʔaaʔid yaakul.	Ali is sitting and eating/ is eating on and on.

N20.1 In this construction of verb + verb, again only a limited number of verbs (Verb II, given in List 20.1), or active participles derived from them, can occur in first position (cf. N19.2). The verb (Verb II) may be perfect or imperfect (with or without tense prefixes). In second position, any verb in the perfect or the imperfect without tense prefixes may occur. Restrictions on sequences are as follows: If Verb II is perfect, it may be followed by either the perfect or the imperfect; if it is imperfect or the participle, it can be followed only by the imperfect. Note that the two verbs have the same subject.

This construction may include a modal at the beginning. If the modal has a (bound) pronoun, then it and the subject of the verbs agree in person and number or gender.

DRILLS

LIST 20.1 Verb II

<u>xarag</u>	gih
daxal	<u>raah</u>
?afad	nizil
wi?if	<u>tili?</u> (a) go up, climb

In drills 20.1-4, continue with the sentences in drill 19.7.

20.1 T: famal-ilwaagib.

S₁: raahu yi?milu-lwaagib.

S₂: lee, i?hna famalnaa xalaas.

20.2 T: famal-ilwaagib.

S₁: marahsiⁱ yi?mil-ilwaagib.

S₂: tab, ana haruuh ?a?milu.

20.3 T: famal-ilwaagib.

S₁: haddⁱ raah yi?mil-ilwaagib?

S₂: aywa, ?ali raah yi?milu.

S₃: la?. ?amiira hatruuh ti?milu bukra.

20.4 T: famal-ilwaagib.

S₁: famalt-ilwaagib?

S₂: ?aywa, ruhtⁱ famaltu-mbaarih.

S₃: la?. haruuh ?a?milu bukra.

20.5 intu gayiin tizakru.

Substitute, using the verbs in drill 19.9.

20.6 ?afadit timši-lyayt-issubh.

Substitute, using the verbs in drill 19.11.

20.7 daxalna-nkallim-ilmudiir. Substitute:

libis	<u>salla</u>	?afal-iddulaab
dafa?	yanna	sallim faleeha
zaakir	kal	šaaf-issaa?a
naam	?ala?	?abl-ilmudiir
<u>?ara</u>	sa?al	nadaa
<u>bass</u>	širib	gaab-iššanta

20.8 dáxalit kallimit-ilmudiir wi xáragit fala yafla.
Substitute, using the verbs in drill 20.7.

20.9 humma daxliin yikallimu-lmudiir.
Substitute, using the verbs in drill 20.7.

B. More derived verbs with /it-/.

baaf-il <u>fa</u> rab <u>iy</u> ya.	He sold the car.
il <u>fa</u> rab <u>iy</u> ya-tbaafit.	The car was/has been sold.
biybii <u>f</u> -il <u>fa</u> rab <u>iy</u> ya.	He is selling the car.
il <u>fa</u> rab <u>iy</u> ya-btitbaaf.	The car is being sold.
biyfidd-il <u>fi</u> luus.	He is counting the money.
il <u>fi</u> luus bititfadd.	The money is being counted.
iddars-it <u>fa</u> ssar.	The lesson was/has been explained.
iddars ⁱ hayit <u>fa</u> ssar.	The lesson will be explained.
fali kallim ?ahmad.	Ali spoke to Ahmad.
fali-tkallim.	Ali spoke.

N20.2 Like derived verbs with /it-/ of the /katab/ and /rama/-types (N19.3), derived verbs of the /saaf/ and /habb/-types are passive. Note that these four types have simple stems (N14.5).

However, derived verbs of the /kallim/, /yanna/, /zaakir/, and /naada/-types (which already have derived stems) with /it-/ may or may not be passive. /itfassar/ is passive, but /itkallim/ is not. /kallim/ can be used only with an object; /itkallim/ is used intransitively. The meanings of these /it-/ derivations are not predictable and must be learned.

Derived verbs with /it-/ of all types except /katab/ and /rama/ have the same vowel patterns as do the forms without /it-/. Further, all of these derived verbs have the same stems in the perfect and the imperfect. They hence belong to Class I (N8.5) regardless of the class to which the forms without /it-/ belong.

The participle again has /mi-/: /mitbaaf/, /mitfadd/, /mitkallim/.

The irregular verb /kal/ (N15.2) has a passive with /it-/: perfect /ittaakil/ and imperfect /yittaakil/.

DRILLS

LIST 20.2 Verbs

itmašša	take a walk	itnaa'is	discuss, argue
ityadda	have lunch	itxaani'	quarrel
itfašša	have dinner	itball	get wet
ithassin	improve	itxadd	get scared

20.10 T: baaḥ-ilḥarabiyya.

S₁: ilḥarabiyya-tbaaḥit.

S₂: ilḥarabiyya ḥatitbaaḥ.

Continue with the following:

šaal-iššaṇṭa min hina.

saab-ilḥilba.

sadd-ittarii'.

ḥall-ilmas'ala.

ḥadd-ilḥiluus.

ḡaaz-il'asad.

basat-ilḡuraab.

kabb-il'ahwa.

ball-ilbadla.

ḥatt-ilḡitaab ḥa-ttarabeeza.

xadd-irraagil.

'assis-ilḡamḥa.

'iblu-tṭaalib fi-lḡamḥa.

'ataḥ raasu.

20.11 T: itkallim.

S₁: itkallimu maḥa baḥd.

S₂: itkallimna maḥa baḥd.

S₃: binitkallim maḥa baḥd.

Continue with the following:

itmašša

itnaa'is

itfašša

ityadda

itfassah

itxaani'

itfarrag ḥa-lbalad

itxarrag

20.12 T: itkallim.

S₁: huwwa-ntu-tkallimtu maḥa baḥd?

S₂: aywa, iḥna mitkallimiin maḥa baḥd.

Continue with the verbs in drill 20.11.

20.13 T: itkallim.

S₁ to S₂: itkallimtⁱ maʔaa?

S₂: laʔ. laakin ʔaħibbⁱ ʔatkallim maʔaa.

Continue with the verbs in drill 20.11.

20.14 T: itkallim kitiir. inti.

S: itkallimti-ktiir.

Continue with other persons, using the following:

itʔaxxar ʔawi.

ithassin fi-lʔarabi.

itʔaššim xeer.

itwazzaf fi-lħukuuma.

itʔallim ʔarabi.

itxassas fi-lkimya.

itmašša-b surfa.

ityaaz minnu.

itfassaħ fi-lbalad.

itbasat minnu.

20.15 T: itkallim kitiir.

S₁: itkallimna-ktiir.

S₂: binitkallim kitiir.

Continue with the sentences in drill 20.14.

Repeat, using 2 p., then 3 f. forms.

C. Intensifiers.

ilʔalam da miš kuwayyis ʔabadan.

This pencil is no good at all.

magiriš bi surfa ʔabadan.

He did not run fast at all.

huwwa zaʔlaan ʔawi.

He is very angry.

huwwa zaʔlaan ʔawi ʔawi.

He is very, very angry.

miši bi-šweeš ʔawi.

He walked very slowly.

ʔabuu ʔani giddan.

His father is very rich.

saaʔ bi surfa giddan.

He drove very fast.

ilwalad da šaatir xaa^{lis},

The boy is extremely clever,

wi-ttaani miš šaatir xaa^{lis}.

and the other is not clever at all.

ilʔahwa suxna-ktiir.

The coffee is very hot.

ilʔahwa suxna-šwayya.

The coffee is rather hot.

N20.3 Intensifiers are uninflected and occur in construction with adjectives or manner complements.

/ʔábadan/ is used only in negative constructions. The other intensifiers may be used in affirmative or negative constructions.

In meaning, these intensifiers show gradations which are not readily matched in English. /ʔawi/, /giddan/, and /kitiir/ are roughly equivalent and can be translated by 'very'. /ʔábadan/ and /xaalis/ are more than 'very', and /šwayya/ is less.

DRILLS

20.16 T: ilʔahwa suxna.

S₁: ilʔahwa suxna-šwayya.

S₂: ilʔahwa suxna ʔawi.

S₃: ilʔahwa mis suxna ʔábadan.

Continue with the following:

ilħikaaya yariiba.

iddawa yaali.

masrⁱ-bfiida.

illuya di saba.

ilʔafandi taʔbaan.

ilgamʔa-kbiira.

ittayyaara sariifa.

ižžakitta wasʔa.

iddinya bard.

issoot ʔaali.

20.17 T: miši bi-šweeš ʔawi.

S₁: mamšiis bi-šweeš ʔawi.

S₂: mamšiis bi-šweeš ʔábadan.

S₃: miš ħayimši bi-šweeš ʔábadan.

Continue with the following:

saaʔ bi surʔa giddan.

naam kuwayyis ʔawi.

baka-ktiir giddan.

itmašša ʔala mahlu ʔawi.

itʔaxxar kitiiir ʔawi.

biyitxaddⁱ bi-shuula giddan.

20.18 Repeat drill 20.17, using 3 f. and 2 p. verbs.

D. Predicate complements.

sammu-lwalad ʔaħmad.

ʔayyinuu naazir.

ʔayyinuuhum nuzzaar.

laʔeet-iddurgⁱ faadi.

laʔeet-iššanta fadya.

mala-lfingaan mayya.

They named the boy Ahmad.

They appointed him principal.

They appointed them principals.

I found the drawer empty.

I found the suitcase empty.

He filled the cup with water.

N20.4 A few verbs (given in List 20.3) may be used with an object (noun or pronoun) and a predicate complement (noun or adjective). If the complement is an adjective or a noun of personal reference, the complement and the object agree in gender or number.

Note that with a few verbs (items (i) in List 20.3) the predicate complement can be only a noun.

DRILLS

LIST 20.3 Verbs

(i) samma (a)	name	(ii) ḥasab (i)	reckon, consider
ṣayyin	appoint		
intaxab (i)	elect	ṣamal	
mala		laʔa	

- 20.19 T: sammuu ʔismⁱ ṣárabⁱ. ana.
 S: sammuuni ʔismⁱ ṣárabⁱ.
 T: inti.
 S: sammuuki ʔismⁱ ṣárabⁱ.

Continue with other persons, using the following:

ṣayyinu mudarris.	ṣamalu ʔustaaz
biyiḥsibuu ḥaraami.	laʔuu raagil tayyib.
intaxabuu mudir.	biyiḥsibu masri.

- 20.20 T: sammu-lwalad ʔaḥmad.
 S₁: ilwalad-itsamma ʔaḥmad.
 S₂: ilʔawlaad-itsammu ʔaḥmad.

Continue with the following:

ṣayyinu-lmudarris ʔustaaz fi-lgamʔa.
 ḥasabt-issawwaaʔ ḥaraami.
 ṣamalu-rraagil duktoor.
 mala-lṣilba-fluus.

- 20.21 T: sammu-lwalad samiir.
 S₁: ilwalad mitsammi samiir.
 S₂: ilʔawlaad mitsammiyiin samiir.
 Continue with the sentences in drill 20.20.

SUPPLEMENTARY DRILLS

20.22 itfaddal kul. Substitute:

ask	ride	write
enter	sign	read
sit down	take	speak
drink	look	have supper
divide	eat	cross the street

20.23 ilwaañid gaaʔ wi ʔaawiz yaakul. Substitute:

is tired, sit	read a lot, sleep
ask, know	is imprisoned, get out
study, pass	is scared, walk away
travel a lot, arrive	graduate, find employment
is late, run	is hungry, have supper

20.24 ʔaawiz ʔaʔraf gibt-innabaaha di-mneen, Substitute:

Why is English important?
 Which is the most important language in Egypt?
 How many languages do you know?
 How many universities are there in Egypt?
 Which is the largest university of them?
 When was Cairo University founded?
 Why are these people sitting here?
 Where do you want me to send this letter for you?
 Which is the oldest Islamic University in the world?
 How many students are there in Al-Azhar?

20.25 ʔabbu yiñtaalu ʔalee. Substitute:

steal the watch from him	enter the university
approach him	learn the Quran by heart
congratulate her	specialize in physics
divide the money among them	excuse himself
pass the exam	wait
make a big fuss	punish him
defend her	appoint him director

Conversation

CAIRO

1. ilgahira ʔakbar madiina-f
ʔifriqya wi-ṣṣarʔ-ilʔawsat.
Cairo is the largest city in Africa
and the Middle East.
2. ʔadad sukkanha ḥawaali
ʔarbaʔa milyoon.
The number of its inhabitants is
about four million.
3. wi laha ʔahammiyya tigariyya-w
saqafiyya-kbiira ʔawi,
It is of very great commercial and
cultural importance,
4. li ʔinnaha ḥálaʔit-ilʔittisaal
been-iṣṣarʔⁱ wi-lyarb.
in that it is the link between east
and west.
5. wi hiyya-lmarkaz-irraʔiisi li
-lḥukuuma wi-lhayʔaat-issiyasiyya
wi-ddiniyya wi-lmuwaslaat wi
-ssaḥaafa.
It is also the main center of the
government, the diplomatic corps,
the religious authorities,
communications and the press.
6. fi-lqahira gamʔaat wi maktabaat wi
mataaḥif wi ʔamaakin ʔasariyya
-ktiir.
In Cairo there are also universities
and many libraries, museums, and
historical sites.
7. daar-ilkutub-ilmasriyya maktaba
muhimma, fiiha kutub wi maxtutaat
ʔadiima baʔdaha mi-lqarn-issaabiʔ.
The Egyptian Library is an important
library, with books and old manu-
scripts some of which are from
the 7th century.
8. wi fiiha nusax ʔadiima mi-lqurʔaan
bi-lxatt-ilkuufi.
It also has old copies of the Quran
in Kufi script.
9. ilmatḥaf-ilmasri fii ʔakbar magmuuʔa
mi-lʔasaar-ilfarʔuniyya fi
-lṣaalam.
The Egyptian Museum has the largest
collection of Pharaonic antiq-
uities in the world.
10. ilgahira fiiha ʔaḥyaaʔ kitiir minha
masr-ilʔadiima-w masr-ilgidiida
wi-zzamaalik.
There are many sections in Cairo,
among them Old Cairo, Heliopolis
(New Cairo), and Zamalik.

- | | |
|--|---|
| <p>11. <u>masr</u>-il'adiima fiiha 'amaakin
 'adiima li-l'ibaada min
 gawaamiŋ wi kanaayis.</p> | <p>In Old Cairo there are old places
 of worship, mosques, churches
 and synagogues.</p> |
| <p>12. 'a'dam gaamiŋ fi <u>masr</u>ⁱ gaamiŋ
 <u>amr</u>.</p> | <p>The oldest mosque in Egypt is the
 Mosque of Amr.</p> |
| <p>13. <u>amr</u>-ibn-il<u>aas</u> huwwa-l<u>gaa</u>'id
 -il<u>arabi</u>-lli fatah <u>masr</u>ⁱ-f sanit
 suttu miyya waañid wi 'arbi'iin,</p> | <p>Amr ibn al-Aas is the Arab general
 who conquered (opened) Cairo in
 641,</p> |
| <p>14. wi bana-lgaamiŋ wi 'assis 'awwil
 madiina <u>arabiyya</u>-f <u>masr</u>ⁱ-w
 sammaaha-l<u>fusta</u>t.</p> | <p>built the mosque, and founded the
 first Arabic city in Egypt and
 called it Fustat.</p> |
| <p>15. ba'a-smaha-l<u>gahira</u> baŋd-il<u>gaa</u>'id
 <u>goohar</u> ma fatah <u>masr</u>.</p> | <p>Its name became Cairo after General
 Gohar conquered Egypt.</p> |
| <p>16. ilmaaafa been <u>masr</u>-ilgidiida wi
 -l<u>gahira</u> tamanya kilumitrⁱ
 ta'riiban.</p> | <p>The distance between Heliopolis and
 Cairo is about eight kilometers.</p> |
| <p>17. 'assisitha širka balžikiyya-f
 sanit 'alf, tusŋu miyya-w xamsa.</p> | <p>A Belgian company founded it in
 1905.</p> |
| <p>18. 'adad sukkanha hawaali miit 'alf,
 wi fiiha ganaayin was'a-w
 mayadiin gamiila.</p> | <p>Its inhabitants number about 100,000
 and in it are large parks and
 beautiful squares.</p> |
| <p>19. 'ala buŋd-it<u>naašar</u> kilumitrⁱ min
 <u>wast</u>-il<u>gahira</u> 'ahraam-ilgiiza-w
 'abu-lhool.</p> | <p>At a distance of twelve kilometers
 from the center of Cairo are the
 pyramids of Giza and the Sphinx.</p> |
| <p>20. il<u>haram</u>-ilkibiir-itbana hawaali
 talat talaaf sana 'abl-ilmilaad.</p> | <p>The Great Pyramid was built about
 3,000 years B.C.</p> |
| <p>21. <u>masr</u>ⁱ fiiha 'ahraam kitiir-itbanit
 'aašan tikuun ma'aabir li-l<u>fara</u>ŋna.</p> | <p>In Egypt there are many pyramids,
 built as tombs for the Pharaohs.</p> |
| <p>22. il<u>gahira</u> madiina <u>latiifa</u> giddan li
 'innaha-btigmaŋ been-il'adiim wi
 -lgidiid wi been-iššarⁱ wi-lyarb.</p> | <p>Cairo is a very interesting city
 because it combines the old and
 the new, and east and west.</p> |

Grammar

A. Verb phrases: Verb I + Verb II + verb.

ħabb yuxrug yilfab.

He wanted/liked to go out to play.

ħayħaawil yiigi yismaf-ilmuħadra.

He will try to come to listen to the lecture.

?axuuya miš ?aadir yiruuh yigibhum. My brother is not able to go to bring them.

laazim yiħaawil yiigi yismaf
-ilmuħadra.

He must try to come to listen to the lecture.

N21.1 In the construction of verb + verb + verb, only those verbs identified as Verb I (List 19.1) can occur in first position, and only those identified as Verb II (List 20.1) can occur in second position. Any verb may occur in third position. Verb I may be perfect or imperfect (with or without tense prefixes), or the active participle. Verbs in second (Verb II) and third positions can be only in the imperfect without tense prefixes. All three verbs have the same subject.

This construction may include a modal at the beginning. If the modal has a (bound) pronoun, then it and the subject of the verbs agree in person and number or gender (cf. Notes 19.2 and 20.1).

Note that a verb phrase is a construction consisting of one, two, or three verbs, or a participle followed by one or two verbs. The construction may include a modal at the beginning. The minimum verb phrase hence consists of one verb; the maximum is a sequence of modal + verb/participle + verb + verb.

DRILLS

LIST 21.1 Verbs

?idir

xarag

itfassaħ

ħabb

raaħ

itfarrag

ħaawil

gih

ityadda

nisi

itmašša

faddal

simiŋ

21.1 ħabb^i yuxrug yitfassaħ .

- a. Substitute in the position of /ħabb/.
- b. Substitute in the position of / yuxrug /.
- c. Substitute in the position of / yitfassaħ /.
- d. Substitute in any one of the three positions.

In drills 21.2-7, follow the instructions given in drill 21.1.

21.2 ħanħibb^i nuxrug nitfassaħ .

21.3 mabiyħibbuš yuxrug yitfassaħu .

21.4 ana miš ħaabib ʔaxrug ʔatfassaħ .

21.5 yimkin tiħibb^i tuxrug titfassaħ .

21.6 ʃumrik ma ħabbeeti tuxrugi titfassaħi .

21.7 ya ʃali . ħatħibb^i tuxrug titfassaħ , walla iaʔ .

B. Verb phrases with /laazim/ and /yimkin/.

laazim yizaakir .	He must study.
laazim zaakir .	He must have studied.
laazim biyzaakir .	He must be studying.
laazim ħayzaakir .	He will probably study.
$\text{yimkin tiʔra-lgawaab}$.	She may read the letter.
$\text{yimkin ʔarit-ilgawaab}$.	She may have read the letter.
$\text{yimkin bitiʔra-lgawaab}$.	She may be reading the letter now.
$\text{yimkin ħatiʔra-lgawaab}$.	She may read the letter soon.

N21.2 These modals are used without (bound) pronouns and, unlike all other modals, may be followed by the perfect or the imperfect (with or without tense prefixes). Note that, depending on the form of the verb, these phrases have different meanings.

In the phrase /laazim/ + imperfect without tense prefixes, either the modal or the verb may be negated: / $\text{miš laazim yizaakir}$ / 'he does not have to study' or / laazim mayzakirš / 'he must not study'. In all other phrases only the verb may be negated.

DRILLS

- 21.8 T: intu naʕsaniin. naam.
S: intu naʕsaniin. laazim tinaamu.

Continue with the following:

itʔaxxarti lee, gih badri.
sihirna-ktiir-imbaariḥ. naam badri-lleela.
hiyya bardaana. daxal guwwa.
wiʔifna-ktiir. ʔaʕad.
saʔalhum suʔaal. raddⁱ ʕalee.
hiyya ʕawza-tkallimak. faat ʕaleeha.
saʕti wiʔfit. malaaha.
ilwáraʔa di-btaʕtak. madaaha.
issittⁱ-btaʕtu ʕayyaana. xadha li-dduktoor.
inta ʔaaʕid hina-ktiir. xarag-itfassaḥ.
misku-lḥaraami. ḥábasu.
saaʔ bi surʕa ʔawi. ilʕaskari-ddaa-mxalfa.

- 21.9 T: geena waxri.
S: miš laazim niigi waxri.

Continue with the following:

ḥameeti ʕannu.	saddeetu-ššaariʕ.
siḥyit badri.	xaaf min-ilʕaskari.
niseetu-lmaʕaad.	nizilt-ilbalad.
mišyu-b surʕa.	kasartu-lʕilba.
daʔʔu ʕa-lbaab.	dafaʕt ⁱ -mxalfa.
wisiilna waxri.	dáxalit-ilʔooda.

- 21.10 T: ilʔawlaad miš hina. xarag.
S: ilʔawlaad miš hina. laazim xáragu.

Continue with the following:

giryu-b surʕa. xaaf.
ilmaḥfaza miš wayyaaha. nisiha fi-lbeet.
nagaḥtu fi-lʔimtiḥaan. zaakir kitiir.
ʔamiira magatšⁱ-lḥissa. siḥyit waxri.
kaanu fi-lbeet. simʕ-issoot.

biyimšⁱ li-lgamša kullⁱ yoom. baaʔ ʔarabiyyitu.
 ʔaluuli-lḥikaaya. ʔaraaha fi-lgurnaal.
 zeenab miš hina. xarag.
 iṣṣanta miš wayyaahum. sabha fi-lbeet.
 innuur bitaḥum matfi. naamu.
 maradditšⁱ ʔalayya. masmiṣ.

21.11 T: biyruuḥ-ilmadrasa-zzaay, miši.

S: laazim biyimšⁱ.

Continue with the following:

biyruuḥ-ilmadrasa-zzaay, rikib ʔutubiis.
 inta-btiṣraf faransaawi-kwayyis. ʔara kutub kitiir.
 aḥmad fi-lbeet. katab gawaab.
 daragatha-kwayyisiin. zaakir kitiir.
 fihmu-lmuḥadra. ʔirif ʔarabi-kwayyis.
 maradditšⁱ ʔalayya. maṣrifšⁱ ʔarabi.
 gih bi-lʔatr. maḥabbiš yirkab tayyaara.
 maxaditšⁱ ʔarabiyya. maṣrifšⁱ-ysuuʔ.

21.12 T: issama-myayyima. mattar.

S: issama-myayyima. laazim ḥatmattar.

Continue with the following:

aḥmad ḥaysaafir. xad ʔali maʔaa.
 ilmaaafa-bḥiida. raaḥu bi-lʔarabiyya.
 ilmaaafa ʔurayyiba. mišyit.
 mabyifhamšⁱ ʔarabi. targimuulu.
 ḥaysafu bukra. siḥyu badri.
 ʔali fi New York. zaar-ilmaṣrad-ilʔalami.
 fii-mtiḥaan bukra. siḥru-lleela.
 xaragu badri. wiṣlu fi-lmaʔaad.
 ilfiluus maʔaa. ḥattaha fi-lbank.

21.13 T: issama-myayyima. mattar.

S₁: issama-myayyima. laazim ḥatmattar.

S₂: issama kaanit miyayyima. laazim mattarit.

Continue with the following:

ilmasaafa-bfiida. raahu bi-lfarabbiyya.

ilmasaafa farabbiyiba. mišyit.

ilwalad ta**fa**baan. naam li-ssubh.

faali fi New York. zaar-ilmafarad.

fii-mtihaan. sihru-lyayt-issubh.

21.14 T: issama-myayyima. mattar.

S: issama-myayyima. yimkin timmattar.

Continue with the sentences in drill 21.12.

21.15 T: feen farabbiyyithum. ba**fa**ha.

S₁: feen farabbiyyithum.

S₂: mafarafaš. yimkin ba**fa**uuha.

Continue with the following:

mišyu faawaam lee, itxadd.

wislu faabl-ilmafaad lee, gih bi-ttayyaara.

feen faamiira. raah-ilbeet.

simfu-lhikaaya di feen, faraha fi-lkitaab.

šafitu feen, fablu fi-lgamfa.

managahuuš lee, mazakirš.

magabitš-ilfailba lee, malafahaaš.

malibsitš-ilfustaan-ilfahmar lee, makawahuuš.

C. /illi/-phrases: /illi/ + verb/participle.

ittilmiiz biyyanni. ittilmiiz
sahbi.

The student is singing. The
student is my friend.

ittilmiiz-illi biyyanni sahbi.

The student who is singing is my
friend.

da tilmiiz biyyanni kullⁱ yoom.

This is a student who sings every day.

ilfafandi laabis žakitta beeda.

The man is wearing a white jacket.

fabilt-ilfafandi.

I met the man.

fabilt-ilfafandi-lli laabis

I met the man who is wearing a
white jacket.

žakitta beeda.

fabiltⁱ fafandi laabis žakitta
beeda.

I met a man wearing a white jacket.

N21.3 A verb phrase or a participle may be used as an attributive of a noun (phrase). If the noun is definite, the verb phrase or participle must be preceded by /illi/; if the noun is indefinite, /illi/ is omitted (cf. N9.2).

DRILLS

21.16 T: ittilmiiz ħall-ilmasʔala.

S₁: fii tilmiiz ħall-ilmasʔala.

S₂: feen-ittilmiiz-illi ħall-ilmasʔala.

Continue with the following:

biyaaxud ʔárabí.

nisi yiʔmil-ilwaagib.

biyiʔraf ʔárabí.

sallifni-ktaabu.

biyħibb yitʔallim ʔárabí.

yaab yumeen.

baaʔ-ilʔarabiyya.

zaar masr.

kallim-innaazir.

biyiʔraf yiʔuum.

21.17 T: ittilmiiz ħall-ilmasʔala.

S₁: fii talamza ħallu-lmasʔala.

S₂: feen-ittalamza-lli ħallu-lmasʔala.

Continue with the sentences in drill 21.16.

21.18 T: ittilmiiz ħayruuħ masr.

S₁: fii tilmiiz ħayruuħ masr.

S₂: fii tilmiiz raayíħ masr.

S₃: feen-ittilmiiz-illi raayíħ masr.

Continue with the following:

ħaysaafir bukra.

xad ʔárabí.

sallifni-ktaabu.

biyħibb yitʔallim ʔárabí.

maʔdirš^{vi} yifham.

maʔrifš^{vi}-yruddⁱ ʔa-ssuʔaal.

ʔaʔad yitkallim.

biyxaaf mi-lʔimtiħaan.

biynaam wi-yʔuum hina.

itʔayyin ʔustaaz.

21.19 T: ittilmiiz ħayruuħ masr.

S₁: fii talamza ħayruuħu masr.

S₂: fii talamza rayħiin masr.

S₃: feen-ittalamza-lli rayħiin masr.

Continue with the sentences in drill 21.18.

21.20 T: fii raagil biynaadi. ilbintⁱ yannit.

S₁: fii bintⁱ bityanni.

S₂: miin-ilbint-illi bityanni.

Continue with the following:

issittⁱ da??it fa-lbaab.

il?ustaaz darris fa^urabⁱ.

irraagil darab-ibnu.

ilxaddaam fatah-ilbaab.

il?agnabi-tkallim fa^urabⁱ.

ittalaba-tna?su ma^ufa ba^ud.

il?awlaad-itxan?u.

ittilmiiz fa^ura-b soot faali.

D. The quantifiers /mu^uzam/ and /ba^ud/.

mu^uzam-ittalamza yaybiin.

Most of the students are absent.

mu^uzamhum yaybiin.

Most of them are absent.

ba^ud-innaas yi^ufa^ufu.

Some of the people know him.

ba^uduhum yi^ufa^ufu.

Some of them know him.

fii ba^udⁱ naas yi^ufa^ufu.

There are some people who know him.

N21.4 Quantifiers are uninflected and occur in construction with p. nouns or (bound) pronouns. Note that /mu^uzam/ does not occur before indefinite nouns or noun phrases.

DRILLS

21.21 T: ittilmiiz hall-ilmas?ala.

S₁: mu^uzam-ittalamza hallu-lmas?ala.

S₂: mu^uzamhum hallu-lmas?ala.

S₃: ba^uduhum hallu-lmas?ala, laakin mu^uzamhum mahalluhaaš.

Continue with the sentences in drill 21.16.

21.22 T: ittilmiiz hayruu^h masr.

S₁: ba^ud-ittalamza hayruu^h masr.

S₂: ba^uduhum rayhiin masr.

S₃: mu^uzamhum miš rayhiin masr, laakin ba^uduhum rayhiin.

Continue with the sentences in drill 21.18.

21.23 T: ilbintⁱ yannit.

S₁: baḡd-ilbanaat yannu.

S₂: laakin muḡzamhum mayannuuṣ.

Continue with the sentences in drill 21.20.

N21.5 Alternative plural constructions. In addition to the p. forms and constructions used thus far, with p. nouns of non-personal reference the f. forms of adjectives and demonstratives, and the 3 f. forms of verbs may be used. Hence /fiiha ganaayin wasḡa-w mayadiin gamiila/ or /fiiha ganaayin wasḡiin wi mayadiin gumāal/; similarly /ilkutub-ilʔadiima-tbaaḡit/ or /ilkutub-ilʔudaam-itbaaḡu/.

SUPPLEMENTARY DRILLS

21.24 fiiha ganaayin wasḡiin kitiir. Substitute:

large universities	old manuscripts
old museums	small pyramids
new sections	old places of worship
beautiful squares	religious leaders
old copies of the Quran	large companies
wide streets	technical schools
experimental colleges	teachers' institutes

21.25 miin-lḡaaʔid-ilḡarabi-lli fataḡ masr. Substitute:

the American professor who taught Arabic
the Arab general who founded Al-Azhar
the Pharaoh who built the great pyramid
the French general who founded the Egyptian museum
The Caliph who turned Al-Azhar into a university
the American professor who specialized in Egyptian history
the police officer who made him pay a fine
the Egyptian student who knows four languages
the first man who flew from New York to Los Angeles
the first woman who graduated from the University of Cairo

Conversation

THE NILE I

1. inniil ʔakbar nahrⁱ-f ʔifrigya-w
min ʔatwal ʔanhaar
-ilʔaalam. The Nile is the largest river in
Africa and one of the longest in
the world.
2. biyibtidi-f ʔawaasit ʔifrigya
wi-byigri min-ilganuub
li-ſſamaal. It begins in central Africa and runs
from south to north.
3. wi-byisʔi-blaad kitiir ʔablⁱ
ma-y_{subb}ⁱ fi-lbaħr-ilʔabyad
-ilmutawassit. It waters many countries before it
flows into the Mediterranean Sea.
4. li-nniil farſeen. inniil-ilʔabyad
wi-nniil-ilʔazraʔ. The Nile has two tributaries, the
White Nile and the Blue Nile.
5. inniil-ilʔabyad biyigri min
buħeerit Victoria, wi-nniil
-ilʔazraʔ min gibaal ʔasyubya. The White Nile runs from Lake Victoria
and the Blue Nile from the
mountains of Ethiopia.
6. ilfarſeen dool biyigtimſu gamb
-ilxartuum fi-ssudaan. These two tributaries join near
Khartum in the Sudan.
7. ʔard-inniil fi masrⁱ ma been
tiltⁱ-w nussⁱ miil. The width of the Nile in Egypt is
between 1/3 and 1/2 a mile.
8. fii ʔa-nniil saddⁱ-f ʔaswaan wi
ʔadad min-ilʔanaatir li
-ttaħakkum fi garayaan-ilmayya. There is a dam at Aswan and a number
of barrages on the Nile to control
the flow of the water.
9. ħawaali xamastaaſar miil ſamaal
-ilgahira-byitfarraſ-inniil li
farſeen. About fifteen miles north of Cairo the
Nile divides into two branches.
10. farʔⁱ biy_{subb}ⁱ fi-lbaħrⁱ ʔandⁱ
dumyaat wi farʔⁱ biy_{subb}ⁱ-f
raſiid. One branch flows into the sea at
Damietta and the other at Rosetta.
11. dumyaat gambⁱ boor saſiid, wi
raſiid gamb-iskindiriyya. Damietta is near Port Said and Rosetta
near Alexandria.

12. iskindiriyya-w boor safiid wi
-ssuwees ⁱ?ahamm mawaani masr.
Alexandria, Port Said, and Suez are
the most important ports of Egypt.
13. ilⁱ?araadi been-ilfarfeen-ismaha
-ddilta ⁱ?aw wagh bañri.
The land between the two branches is
called the Delta or (the land)
facing the sea.
14. di ⁱ?araadi zirafiyya xisba giddan. This is a very fertile agricultural land.
15. min ⁱ?ahamm mudun-iddilta
damanhuur wi tanta wi
-lmansuura.
Of the most important cities of the
Delta are Damanhur, Tanta, and
Mansura.
16. ganuub-ilqahira manti?a zirafiyya
dayya?a ⁱ?ala daffiteen-inniil
-ismaha-ssafiid ⁱ?aw wagh
?ibli.
South of Cairo on both banks of the
Nile there is a narrow strip of
arable land, called Upper Egypt
or (the land) facing south.
17. ⁱ?ahamm mudun-issafiid-ilminya-w
asyuut wi ⁱ?ina-w aswaan.
The most important cities of Upper
Egypt are Minya, Asyut, Qena, and
Aswan.
18. gambⁱ ⁱ?ina madiina tarixiyya
-smaha lu?sur fiiha maⁱfaabid
far?uniyya ⁱ?adiima-ktiir.
Near Qena is a historical city called
Luxor in which there are many old
Pharaonic temples.
19. bixlaaf-issafiid wi-ddilta mafiiš
ta?riiban ⁱ?araadi-zrafiyya.
Apart from Upper Egypt and the Delta
there is almost no arable land.
20. fa tisfiin fi-lmiyya min ⁱ?araadi
masrⁱ matislañsⁱ li-zziraafa-w
aktarha sañra.
Ninety percent of the land in Egypt
is not usable for agriculture and
most of it is desert.
21. fa-ssañra-btimtaddⁱ min waadi
-nniil liyayt-ilñuduud
-ilmasriyya fi-lyarbⁱ wi-ššar?
The desert stretches from the Nile
valley to the borders of Egypt, on
the west and the east.

Grammar

A. Verb phrases: imperative.

<u>raa</u> ñ yigiib-ilkitaab.	He went to bring the book.
<u>ruu</u> ñ giib-ilkitaab.	Go bring the book.
mat <u>ru</u> ñš ⁱ -tgiib-ilkitaab.	Don't go bring the book.
<u>xar</u> agti tilʃabi.	You went out to play.
? <u>ux</u> rugi-lʃabi.	Go out and play.
mat <u>ux</u> rugiš tilʃabi.	Don't go out and play.
ñawilna niigi.	We tried to come.
ñawlu tiigu.	Try to come.
matñawluuš tiigu.	Don't try to come.

N22.1 In addition to participles and perfect and imperfect forms of verbs, imperatives also occur in verb phrases. Both verbs are imperative in form and agree in gender or number. (Sequences of three imperatives are possible but not common.) The verb /ñawil/ must be noted; it is followed by the imperfect, never the imperative.

Already indicated restrictions on verb sequences (Verb I and II, Notes 19.2, 20.1, and 21.1) apply here also.

In phrases with negative imperatives (cf. N14.4), only the first verb occurs with /ma- -š/.

DRILLS

In drills 22.1-4, continue with the sentences in drill 19.7.

22.1 T: ʃamal-ilwaagib.

S₁ to S₂: ñaddⁱ raañ yiʃmil-ilwaagib?

S₂ to S₁: la?. inta ruuñ-iʃmilu.

22.2 T: ʃamal-ilwaagib.

S₁: mañawilnaas niʃmil-ilwaagib.

S₂: ñawlu tiʃmiluu-nnaharda.

22.3 T: ʃamal-ilwaagib.

S₁: ruuñ-iʃmil-ilwaagib. matruñšⁱ tilʃab.

S₂: ruuñi-ʃmili-lwaagib. matruñiış tilʃabi.

S₃: ruuñu-ʃmilu-lwaagib. matruñuuš tilʃabu.

22.4 T: ʔamal-ilwaagib.

S₁: ya ʔali. taʔaala-ʔmil-ilwaagib.

S₂: laʔ. matgiiš tiʔmil-ilwaagib.

22.5 T: daxal yikallim-ilmudiir. libis.

S₁: udxulu-lbisu.

S₂: matudxuluuš tilbisu.

Continue with the verbs in drill 20.7.

B. The imperative /iwʔa/.

iwʔa-truuḥ hinaak.

Make sure you don't go there!

iwʔi-truuḥi-hnaak.

Make sure you don't go there!

iwʔa matgiiš.

Make sure you come!

iwʔu matguuš.

Make sure you come!

N22.2 /iwʔa/ occurs in first position in verb phrases. It has m., f., and p. forms (/iwʔa/, /iwʔi/, and /iwʔu/) like other imperatives. It is followed only by 2nd pers. imperfect verb forms and agrees with the subject of the verb in gender or number. In terms of meaning it can be identified as a negative imperative; note its use and meaning with the negative of verbs.

In addition to 'make sure', it may also be translated 'be sure', 'be careful', 'mind', 'watch out'.

DRILLS

22.6 T: ʔamal-ilwaagib.

S₁: iwʔa matiʔmilš-ilwaagib.

S₂: iʔmilu. iwʔa matiʔmiluuš.

Continue with the sentences in drill 19.7.

22.7 T: huwwa ʔawzik tirgaʔi. gih.

S: huwwa ʔawzik tiigi. iwʔi matgiiš.

Continue with the items in drill 16.3.

22.8 T: ʔaleekum tiktibu. zakr-iddars.

S₁: ʔaleekum tizakru-ddars. zakruu.

S₂: iwʔu madzakruhuuš.

Continue with the sentences in drill 17.1.

22.9 T: ?ara-lhikaaya li-ttalamza.

S₁: i?rahalhum.

S₂: mati?rahalhumš.

S₃: iwfa ti?rahalhum.

Continue with the sentences in drill 17.10.

22.10 T: warru-ssaaŋa-l sahibkum.

S: warruhaalu. iwfu matwarruhaluuš.

Continue with the sentences in drill 18.16.

22.11 T: ŋamal-ilwaagib.

S₁: matinsaaš tiŋmil-ilwaagib.

S₂: iwfa tinsa tiŋmil-ilwaagib.

S₃: iwfu tinsu tiŋmilu-lwaagib.

Continue with the sentences in drill 19.7.

22.12 T: geena waxri.

S₁: geet waxri lee,

S₂: iwfa tiigi waxri taani.

Continue with the sentences in drill 21.9.

C. The quantifier /kull/.

?aabil kullⁱ taalib li wañdu.

He met every student by himself.

hakaali kull-ilhikaaya.

He told me the whole story.

hakaali-lhikaaya kullaha.

He told me the whole story.

?abilna kull-ittálaba.

We met all the students.

?abilna-ttálaba kulluhum.

We met all the students.

?abilnaahum kulluhum.

We met all of them.

?aabil kullⁱ waañid min-ittálaba.

He met every one of the students.

kullⁱ waañid yiŋrafu.

Everyone knows him.

N22.3 The quantifier /kull/ occurs in construction with definite or indefinite s. nouns, definite p. nouns, pronouns, or numerals (cf. N21.4).

With definite nouns (s. or p.), /kull/ may precede or follow the noun; if it follows, it must have a bound pronoun which agrees with the noun in gender or number. /kull/ may also occur after a pronoun and here shows agreement as after a noun. Hence either /kull/ + definite noun, or definite noun/pronoun + /kull/ + pronoun is used.

With indefinite nouns (s. only) or with numerals, /kull/ must precede the noun or numeral.

DRILLS

- 22.13 T: ittalamza ħallu-lmas'ala.
S₁: kull-ittalamza ħallu-lmas'ala.
S₂: ittalamza kulluhum ħallu-lmas'ala.
Continue with the sentences in drills 21.16, 18.

- 22.14 T: sammu-lwalad 'aħmad.
S₁: sammu kullⁱ walad 'aħmad.
S₂: sammu kull-il'awlaad 'aħmad.
S₃: sammu-l'awlaad kulluhum 'aħmad.
Continue with the sentences in drill 20.20.

- 22.15 T: sammu-lwalad 'aħmad.
S₁: ilwalad-itsamma 'aħmad.
S₂: kullⁱ walad-itsamma 'aħmad.
S₃: kull-il'awlaad-itsammu 'aħmad.
Continue with the sentences in drill 20.20.

- 22.16 T: fataħ-ilbaab.
S₁: fataħ kullⁱ baab.
S₂: kullⁱ baab-itfataħ.
S₃: kull-ilbibaan-itfataħu.
S₄: ilbibaan kulluhum-itfataħu.
Continue with the sentences in drill 19.14.

- 22.17 T: idda-ssaa'a-l saħbu.
S₁: idda kullⁱ waaħid min 'asħaabu saa'a.
S₂: idda kullⁱ 'asħaabu saa'a.
S₃: idda 'asħaabu kulluhum saa'a.
Continue with the sentences in drill 18.16.

D. The subordinator /inn/.

'alluhum. ilmudarris. 'ayyaan.	He told them. The teacher is sick.
'alluhum-inn-ilmudarris 'ayyaan.	He told them that the teacher was sick.

ʔalluhum. huwwa ʔayyaan.	He told them. He is sick.
ʔalluhum-innu ʔayyaan.	He told them that he was sick.
hiyya ʔarfa. humma gayiin.	She knows. They are coming.
hiyya ʔarfa-nnuhum gayiin.	She knows that they are coming.
simiʔt. saami ʔayiigi <u>bukra</u> .	I heard. Sami will come tomorrow.
simiʔt-inn ⁱ saami ʔayiigi <u>bukra</u> .	I heard that Sami will come tomorrow.
ana mutaʔakkid. inta ʔatingaʔ.	I am certain. You will succeed.
ana mutaʔakkid-innak ʔatingaʔ.	I am certain that you will succeed.
fii ʔimtiʔaan <u>bukra</u> .	There is an examination tomorrow.
yizhar-inn ⁱ fii ʔimtiʔaan <u>bukra</u> .	It seems that there is an examination tomorrow.

N22.4 /inn/ is a subordinator (N19.4) and is used to link two sentences or sentence and various expressions. /inn/ may be followed by an equational sentence (N1.1), or a verbal sentence with a free subject (N3.3), or a /fii/-sentence (N11.1). Note that pronouns after /inn/ are always bound. /inn/ usually does not occur at the beginning of sentences.

/inn/ is commonly used after certain verbs, for example /ʔirif/, /simiʔ/, /ʔaaf/, /ʔaal/, and /xaaf/, and active or passive participles derived from them.

/inn/ is also used after the following: /yizhar/ 'it seems/appears', /ilʔaʔsan/ 'it is better/best', /min-ilmuʔtamal/ 'it is possible', /muhiim/ 'it is important', and free subject + /mutaʔakkid/ '(to be) certain, sure'.

DRILLS

- 22.18 T: ana mutaʔakkid innu ʔayingaʔ. inti.
 S: ana mutaʔakkid innik ʔatingaʔi.
 T: iʔna.
 S: ana mutaʔakkid innina ʔaningaʔ.

Continue with other persons, using the following:

min-ilmuʔtamal innu ʔayitʔayyin naazir.
 ilʔaʔsan-innu yitniʔil.
 yizhar-innu ʔayʔaawil yiigi.
 hiyya ʔarfa-nnu gaay yitfarrag.

22.19 T: innaas ḥayruuḥu-hnaak.

S₁: yizhar-innⁱ fii naas ḥayruuḥu-hnaak.

S₂: yizhar-innⁱ fii naas rayḥiin hinaak.

S₃: yizhar-innⁱ mafiiṣ ḥaddⁱ raayin hinaak.

Continue with the sentences in drill 10.6.

22.20 T: katab gawaab.

S₁: ilgawaab maktuub.

S₂: yizhar-inn-ilgawaab maktuub.

S₃: yizhar-innu maktuub.

Continue with the sentences in drill 12.10.

Repeat with the following:

ḥabas-ilḥaraami.

garaḥ-ilḥaskari.

basat-ilmudarris.

fasal-ittalamza.

ball-ilḥamiis.

saraḥ-ilmaḥfaza.

naḥal-ilmudarris.

xadd-ilwalad.

ḥataf riglu.

22.21 T: geena waxri.

S₁: humma ḥarfiin-innina geena waxri.

S₂: miin ḥaal-innina geena waxri.

Continue with the sentences in drill 21.9.

22.22 T: geena waxri.

S₁: hiyya ḥarfa-nnina geena waxri.

S₂: hiyya ḥarfa geena waxri lee.

Continue with the sentences in drill 21.9.

22.23 T: ruḥna-lbeet.

S₁: ruḥna feen,

S₂: hiyya ḥarfa ruḥna feen.

S₃: hiyya ḥarfa-nnina ruḥna-lbeet.

Continue with the sentences in drills 16.19-20.

SUPPLEMENTARY DRILLS

22.24 laha ḥahammiyya tigariyya. Substitute:

agricultural

political

cultural

scientific

historical

archaeological

military

technical

religious

national

practical

universal

Conversation

THE NILE II

- | | |
|---|---|
| 1. loola-nniil la kaanit <u>masrⁱ</u>
kullaha <u>saħra</u> . | Were it not for the Nile, all of
Egypt would be desert. |
| 2. wi kees-inn ⁱ mafiiš <u>matar</u>
taʔriiban, fa <u>masrⁱ</u> -btiʔtimid
kulliyatan ʔala-nniil. | Since there is almost no rain, Egypt
depends completely on the Nile, |
| 3. wi-lħayaa fiiha min yeer-irrayy ⁱ
mustaħiila. | and life in it would be impossible
without irrigation. |
| 4. fa kull-il <u>masriyyi</u> in wi ʔadadhum
tamanya-w fišriin milyoon
biyfiišu-f waadi-nniil. | All of the Egyptians, whose number
is 28,000,000, live in the Nile
Valley, |
| 5. fiima ʔada ʔadad ʔaliil min-innaas
fi-ssaħra-w muʔzamhum badu
mitnaʔʔiliin. | except for a small number of people
in the desert most of whom are
nomads. |
| 6. kull ⁱ sana-nniil biyziid wi
<u>biyfiid</u> <u>fi</u> ʔayustus. | Every year the Nile rises and it
overflows in August. |
| 7. il <u>fayadaan</u> natigt-ilʔ <u>amtaar</u>
-ilgamda-lli-btinziil ʔala-gbaal
ʔasyubya fi-sseef. | The flood is the result of the heavy
rainfall in the mountains of
Ethiopia in the summer. |
| 8. fi-lwaʔt ⁱ da-nniil biyityayyar
loonu-l bunni yaamiʔ, wi
biyziid garayaanu. | At this time, the color of the Nile
changes to dark brown and its
rate of flow increases. |
| 9. <u>tabʔan</u> -irtifaaʔu-byixcilif sana
ʔan sana, wi biykuun fi <u>baʔd</u>
-issiniin ʔaʔla min siniin
tanyiin. | Of course its rise varies from year
to year, and it is higher some
years than others. |
| 10. fi-l <u>qahira</u> muʔaddal-ilʔirtifaaʔ
fišriin ʔadam. | In Cairo, the average rise is twenty
feet. |

- | | |
|---|--|
| <p>11. fii ma'ayis li-nniil fi fiddit
?amaakin bit'iis-irtifaa?
-innahr.</p> <p>12. wi-lma'ayis bititnišir fi
-lgaraniil kullⁱ yoom.</p> <p>13. fi-lqahira mi'yaas ?adim li
-nniil-itbana fi-lqarn
-ittaamin.</p> <p>14. ilfayadaan muhimmⁱ giddan bi
-nnisba-l masr, li ?innu
-byis'i-l'ard.</p> <p>15. wi biygiib-ittamy-illi biyxalli
-l'ardⁱ xisba-w salha li
-zziraa'a.</p> <p>16. kullⁱ sana-lmasriyyiin
biyihtiflu-b fiid wafaa?-inniil.</p> <p>17. wi da fiid biyirga? li ?ayyaam
-ilfara'na.</p> <p>18. fa-lmasriyyiin-il'udaam kaanu
-byi'milu-htifalaat kibiira-f
?ayyaam-ilfayadaan,</p> <p>19. fa'saan yuškuru-nniil ?ala kullⁱ
?afdaalu.</p> | <p>There are Nile gauges at a number of
places to measure the rise of the
river,</p> <p>and the measurements are published
in the newspapers every day.</p> <p>In Cairo there is an old Nile gauge
built in the 8th century.</p> <p>The flood is very important for
Egypt, because it waters the land</p> <p>and brings silt which makes the soil
fertile and good for agriculture.</p> <p>Every year the Egyptians celebrate the
cresting (fulfilling) of the Nile.</p> <p>This is a festival which goes back
to the days of the Pharaohs.</p> <p>The ancient Egyptians used to have
big celebrations at the time of
the flood,</p> <p>in order to thank the Nile for all
its bounty.</p> |
|---|--|

Grammar

A. The verbs /xalla/, /xad/, and /idda/.

- | | |
|---|--|
| <p>il'askari xalla ?ahmad yidfa?
mixalfa.</p> <p>xalluu yidfa? mixalfa.</p> <p>hanaxudha titfassaħ.</p> <p>iddiini-lgawaab ?amdii.</p> <p>matxallihum^vi yirga'u.</p> | <p>The policeman made Ahmad pay a
fine.</p> <p>They made him pay a fine.</p> <p>We will take her for a walk.</p> <p>Give me the letter to sign.</p> <p>Don't let them come back.</p> |
|---|--|

N23.1 The verb phrases /xalla/, /xad/, or /idda/ + object + verb are similar to verb phrases with /ʔaawiz/ (N16.1). The three verbs may be perfect, imperfect, or imperative in form. The form of the verb following them can be only imperfect without tense prefixes. The object of /xalla/, /xad/, or /idda/ agrees with the subject of the second verb; if it is a noun, it agrees in gender or number, and if a pronoun, it agrees in person also.

Note that the two verbs in these verb phrases do not have the same subject (cf. Notes 19.2, 20.1, and 21.1). /xalla/ is /ɣanna/-type (N14.3).

DRILLS

23.1 T: xallaani ʔamši. inti.

S: xallaaki timši.

T: humma.

S: xallaahum yimšu.

Continue with other persons, using the following:

xadni ʔatfassaħ.

iddaani-lgawaab ʔamdi.

ħayxalluuni ʔabtidi ʔazaakir.

maxallitniš ʔatkallim.

xallaani ʔatʔaššim.

23.2 T: xallaani ʔamši.

S₁: xalliiha timši.

S₂: matxallihaaš timši.

S₃: iwʔa-txalliiha timši.

Continue with the sentences in drill 23.1.

23.3 T: ilwalad ʔalaʔ-issaaʔa.

S₁: ʔallaʔu-lwalad-issaaʔa.

S₂: xallu-lwalad yiʔlaʔ-issaaʔa.

S₃: xalluu yiʔlaʔ-issaaʔa.

Continue with the sentences in drill 18.14.

23.4 T: daxaltu guwwa.

S₁: miin daxxalkum guwwa.

S₂: miin xallaakum tudxulu guwwa.

Continue with the sentences in drill 18:19.

Repeat with 3 f. and 2 f. forms.

23.5 T: ?ara-lhikaaya li-ttalamza.

S₁: haddⁱ ?arahalhum?

S₂: la?. maxalluniiš ?a?rahalhum.

Continue with the sentences in drill 17:10.

23.6 ?ali ?iddaani-lkitaab ?a?raa. Substitute:

ilmuħadra	iħna	zeenab	ilmuħadra
il?imtiħaan	inti	aħmad	ana
ilkutub	humma	amiira	il?awraa?
ilwára?a	inta	saami	inti
ilgumal	hiyya	?ali	ilgawaab

B. Derived verbs: /-t-/ infix.

iftakarna bii.

We thought of him.

biniftikir bii.

We are thinking of him.

ištayal fi-lħukuuma.

He worked for the government.

biyištayal fi-lħukuuma.

He is working for the government.

ištaal-iššanta.

He carried the suitcase.

ištalt-iššanta.

You carried the suitcase.

biyištaal-ilkitaab.

He is carrying the book.

ihtammeena bi-lʕulum.

We were interested in science.

baʕd-innaas mabyihtammuuš

Some people are not interested in

bi-lʕulum.

science.

N23.2 Derived verbs with /-t-/ infixed after the first consonant of the simple stem may be formed from verbs of the /katab/, /rama/, /šaaf/, and /ħabb/-types (all of which have simple stems). These derived verbs have no meanings in common, and the meanings are not predictable from those of the simple verbs (cf. N20.2).

The vowel patterns of derived verbs with /-t-/ are predictable. The perfect forms of all verbs derived from the /katab/ (except /ištayal/)

and /rama/-types are iCtaCa(C); the imperfect are all iCtiCi(C). All of these hence belong to the /i/ class, regardless of the class to which the simple verbs belong (cf. N19.3). /ištaya1/ is Class I and has an imperfect /yištaya1/.

The perfect and imperfect forms of all verbs derived from the /šaaf/ and /ħabb/-types are the same: iCtaaC and iCtaCC. All of these belong to Class I, regardless of the class to which the simple verbs belong. Note that verbs derived from the /šaaf/-type do not have two different vowel patterns in the perfect as do the simple verbs: /šaal/, /šilt/, but /ištaal/, /ištalt/.

The participle of these verbs in /mi-/ + the imperfect stem: /miftikir/, /mištaal/, /mihtamm/, and /mibtidi/ (/mibtidiyya/, /mibtidiyyiin/).

DRILLS

LIST 23.1 Verbs

ištaya1	work	ištara	buy
ittafa?	agree	iħtaag	need
istalaf	borrow	iħtaar	be perplexed
istalam	receive		
iftakar	think, reckon		

23.7 T: igtamaʃ wayya-lmudiir. intu.

S: igtamaʃtu wayya-lmudiir.

T: humma.

S: igtámaʃu wayya-lmudiir.

Continue with other persons, using the following:

ibtada-ssubḥⁱ wi-ntaha bi-lleel. ištaya1 fi-lḥukuuma.

iħtafal bi-lʃiid yoom-ilxamiis. xarag-istaad.

ištara ʃarabiyya-gdiida.

ittafa? maʃa saḥbu ʃala maʃaad.

iħtaar.

iħtaag li-fluus wi-stalaf minhum.

ihtammⁱ bi-lmawduuʃ.

iʃtamad ʃalee.

iftakar-inn-innaharda ʔagaaza.

istalam-ilgawaab.

23.8 T: *ħagtimif wayya-lmudiir. intu.*

S: *ħatigtimfu wayya-lmudiir.*

T: *humma.*

S: *ħayigtimfu wayya-lmudiir.*

Continue with other persons, using the sentences in drill 23.7.

In drills 23.9-12, continue with the sentences in drill 23.7.

23.9 T: *igtama? wayya-lmudiir.*

S₁: *igtimif wayya-lmudiir.*

S₂: *igtimfi wayya-lmudiir.*

S₃: *igtimfu wayya-lmudiir.*

23.10 T: *igtama? wayya-lmudiir.*

S₁ to S₂: *inta migtimif wayya-lmudiir?*

S₂: *aywa. ana migtimif wayya-lmudiir.*

S₃ of S₂: *la?. huwwa miš migtimif wayya-lmudiir.*

23.11 T: *igtama? wayya-lmudiir.*

S₁: *intu migtimfiin wayya-lmudiir?*

S₂: *aywa, iħna migtimfiin wayya-lmudiir.*

S₃: *la?. humma miš migtimfiin wayya-lmudiir.*

23.12 T: *igtama? wayya-lmudiir.*

S₁: *fii naas-igtamaſu wayya-lmudiir.*

S₂: *fii naas migtimfiin wayya-lmudiir.*

S₃: *mafiiš ħaddⁱ migtimif wayya-lmudiir.*

C. Noun phrases: noun + noun.

di šanta gild.

This is a leather suitcase.

iššanta-lgild di-btaſti.

This leather suitcase belongs to me.

iššunat-ilgild dool bituufu.

These leather suitcases belong to him.

ilkursi-lxašab gidiid.

The wooden chair is new.

ilxamas karaasi-lxašab dool

These five wooden chairs are new.

gudaad.

N23.3 In this construction of noun + noun, the nouns agree in definiteness only, and the second noun is attributive to the first. The nouns in second position have no d. or p. forms and are conventionally known as collective nouns (here identifying material or substance).

A noun phrase, whether attributive or construct, is simply an expansion of a noun. A noun phrase has at least one noun, and may have more; it may also include a pronoun, an adjective, a quantifier, a numeral, an /illi/-phrase, and the demonstrative. The maximum noun phrase is a sequence of quantifier + numeral + noun + noun/pronoun + collective noun + adjective + /illi/-phrase + demonstrative. Although possible, noun phrases of this length are not common; even /kull-ilxamas karaasi-lxašab -ilgudaad dool/ 'all these five new wooden chairs' is longer than most noun phrases.

DRILLS

LIST 23.2 Nouns

xašab	wood	ħariir	silk
ħadiid	iron	?utn	cotton
fadda	silver	suuf	wool
dahab	gold	gild	leather
rusaas	lead		

23.13 T: da kursi xašab.

S₁: dool karaasi xašab.

S₂: dool-ilkaraasi-lxašab.

Continue with the following:

šanta gild	bluuza ħariir
ħilba ħadiid	mandiil ħariir
saafa dahab	ħilba fadda
?alam rusaas	bantaloon suuf
?amiis ?utn	gazma gild

23.14 T: kursi xašab.

S₁: feen-ilkursi-lxašab.

S₂: ahoo-lkursi-lxašab.

Continue with the noun phrases in drill 23.13.

23.15 T: kursi xašab.

S₁: ilkursi-lxašab da-btaa? miin,

S₂: ilkursi-lxašab da-btaa?i.

Continue with the noun phrases in drill 23.13.

In drills 23.16-18, substitute the noun phrases in drill 23.13.

23.16 ištareet talat karaasi xašab yalyiin.

23.17 ittalat karaasi-lxašab dool bituuſi.

23.18 kull-ilkaraasi-lxašab-illi kaanu hina-tbaaſu.

D. Numerals: fractions and percentages.

<u>nuss</u>	1/2	tumn	1/8
tilt	1/3	tusſ	1/9
<u>rubſ</u>	1/4	<u>ſuſr</u>	1/10
xums	1/5	tilteen	2/3
suts	1/6	talat tirbaſ	3/4
subſ	1/7	waañid ſala-ñdaašar	1/11

talat tuſhur wi nuss.

Three and a half months.

ilñissa nussⁱ saaſa.

The period is half an hour.

ñaddiik ſašara fi-lmiyya.

I will give you ten percent.

xamsiin fi-lmiyya mi-lkutub gudaad. Fifty percent of the books are new.

N23.4 The fractions of the numerals through ten are given above. Fractions of numerals above ten use the construction numeral /ſala/ numeral, for example 'one over eleven'.

When a noun occurs with a numeral and a fraction, the order numeral + noun + /wi/ + fraction is the only one possible.

DRILLS

23.19 ʔaſattⁱ hina nussⁱ saaſa.

Substitute for /nussⁱ saaſa/:

3 1/2 hours	3/4 of an hour	50 percent of the time
5 1/2 months	2/3 of an hour	2 1/2 hours
2 1/2 years	1 1/3 hours	1/2 a year
1 3/4 hours	6 1/4 hours	2 1/2 years
1 1/2 years	7 1/2 years	3 1/2 weeks

23.20 iddaani nuss-ilmablay.

Substitute for /nuss/:

1/3	3/4	1/11
1/10	50 percent	1/4
1/5	25 percent	10 percent
2/3	90 percent	1/2

SUPPLEMENTARY DRILLS

23.21 T: fi-lbilaad di manti?a zirafiyya.

S: fi-lbilaad di manaati? zirafiyya.

Continue with the following:

<u>ard</u> ⁱ <u>xisba</u>	maʃhad ʃaali	mathaf ʃalami
<u>haram</u> kibiir	imtihaan nihaaʔi	hayʔa siyasiyya
<u>midaan</u> waasiʃ	maʃbad <u>farʃooni</u>	ʃirka balʒikiyya
mabna ʃadiis	gabal ʃaali	<u>manti</u> ?a ʃaskariyya
gineena gamiila	gaamiʃ ʔadiim	madrasa fanniyya
madiina ʃadiisa	nusxa ʔadiima	<u>nahr</u> ⁱ <u>tawiil</u>
gamʃa muzdaʃhima	makaan ʔasari	kiniisa-kbiira

23.22 fi-lbilaad di ʃiddit manaati? zirafiyya.

Substitute, using the noun phrases in drill 23.21.

23.23 loola-nniil la kaanit masrⁱ saʃra. Substitute:

plane, journey long
 his relatives, the man rich
 language, life difficult
 his brother, influence more extensive
 rain, Texas a desert
 Revolution, America part of Britain
 the police, life difficult
 education, the revolution impossible
 the dam, the flow faster
 the desert, the land fertile
 the dam, the Nile higher

23.24 masrⁱ tibʔa saʃra min yeer-inniil.

Substitute, using the items in drill 23.23.

Conversation

THE HIGH DAM

1. issadd-il'aaali mašruuⁱ muhimmⁱ
giddan li-ttaħakkum fi-myaah
-inniil.
The High Dam is a very important
project for the control of the
waters of the Nile.
2. fa-nniil fi 'ayyaam-ilfayadaan
biysabbib xasaayir li-l'araadi
-lmazruu'a,
The Nile at the time of the flood
damages the cultivated lands
3. wi biyhaddid-ilbilaad wi-l'aryaaf
fi tarii'u li-lbaħr.
and threatens the towns and villages
on its way to the sea.
4. wi-f ba'iit 'ayyaam-issana
mabiykunⁱ fii mayya-kfaaya
li-zziraa'a.
Throughout the rest of the year
there is not enough water for
agriculture.
5. fa bidaal ma mayyit-ilfayadaan
tidii' fi-lbaħr,
Hence instead of wasting (losing)
the flood waters in the sea,
6. fakkarit-ilħukuuma-nnaha tibni
saddⁱ taani-yxazzin-ilmayya-w
yimna' xasayr-ilfayadaan.
the government has decided (conceived
the idea) to build a second dam
to store the water and prevent
the damages of the flood.
7. wi da mašruu'-issadd-il'aaali-lli
-byitbini ganuub saddⁱ 'aswaan.
This is the project of the High Dam
which is being built south of
the Aswan Dam.
8. ibtada-l'amal fii-f sanit sittiin
wi ħaytimmⁱ-f sanit sab'iin.
The work began in '60 and will be
completed by '70.
9. ħaykuun tuul-issaddⁱ talaata
kilumitrⁱ-w nuss, wi-rtifaa'u
miyya-w ħidaašar mitr, wi 'ardu
min foo' talatiin mitr.
The length of the dam will be
3 1/2 kilometers, its height 111
meters, and its width at the top
30 meters.
10. wara-ssaddⁱ ħaykuun xazzaan
kibiir.
Behind the dam will be a large
reservoir.

11. tuulu hawaali xumsu miit kilumitr,
wi hayimtaddⁱ min ?aswaan li
daaxil huduud-issudaan.
Its length will be about 500 kilometers
and it will stretch from Aswan to
within the borders of the Sudan.
12. wi haykuun ?akbar xazzaan sinaafi
fi-lfaalam baʼd xazzaan
rudisya.
It will be the largest man-made reser-
voir in the world next to the one
in Rhodesia.
13. wi hagmu sittⁱ ?adfaaf xazzaan
Hoover fi ?amriika.
Its size will be six times that of the
Hoover Dam reservoir in America.
14. issadd-ilfaali haykuun luh
fawaayid kitiir ?awi.
The High Dam will bring very many
benefits.
15. minha ?awwalan taxziin kanmiyyaat
hayla min-ilmayya.
Of these, first, storage of large
amounts of water.
16. wi da maʼnaa tawfiir-ilmayya li
-rrayy,
This means saving water for irri-
gation
17. wi ziyatt-il?araadi-ssalha li
-zziraaʼa talatiin fi-lmiyya,
and increasing the land usable for
agriculture by thirty percent,
18. wi saddⁱ hagt-ilbilaad-ilmutazayda
min-ilmayya.
and meeting the increasing need of
the country for water.
19. wi yeer kida tawliid xamas ?adfaaf
-ilguwa-lkahraba?iyya-lhaliyya.
In addition to this, generating five
times the electric power now
available.
20. wi taniyan tanziim garayaan-ilmayya
tuul-issana,
Secondly, regulation of the flow of
the water throughout the year.
21. wi da daruuri li-rrayyⁱ wi
-lmuwaslaat-innahriyya,
This is essential for irrigation
and river transportation,
22. wi li-hmayt-ilbilaad wi-l?araadi
min xasayr-ilfayadaan.
and protection of the towns and
fields from the damages of the
flood.
23. kullⁱ da maʼnaa-mn-iddaxl-ilgawmi
hayziid wi mustawa-lmaʼiisa
hayirtifi.
All of this means that the national
income will increase and the
standard of living will rise.

Grammar

A. More subordinators.

<u>raa</u> hit laħsan ħadd ⁱ -yŝufha.	She went lest someone should see her.
gih faħsaan ʔixwaatu fayyaniin.	He came because his brothers are sick.
gih faħsaan yiŝuuf ʔaxuu.	He came (in order) to see his brother.
rigiʔ faħsaan ʔaxuu saafir.	He returned because his brother went on a trip.
rigiʔ faħsanha safrit.	He returned because she went on a trip.
simfuuna w-iħna binnaadi.	They heard us as we were calling.
nizilt ⁱ feen w-inta-f <u>masr</u> .	Where did you stay while you were in Cairo?
hirib wi-nnaas naymiin.	He ran away while the people were sleeping.

N24.1 These subordinators, like others, are used to link two sentences; note that the second may be either verbal or equational (cf. N19.4).

/laħsan/ may be followed by a noun or a free (but not a bound) pronoun. /faħsaan/, followed by the perfect, must also be followed by a noun or a bound (but not a free) pronoun; followed by the imperfect, it may be similarly followed.

/wi/, like /laħsan/, may be followed by a noun or a free pronoun. The subordinator /wi/ must be distinguished from the coordinator /wi/ (cf. N5.4).

DRILLS

- 24.1 T: zaakir kuwayyis. nagaħ.
S₁: zaakir kuwayyis. faħsaan kida nagaħ.
S₂: nagaħ faasaanu zaakir kuwayyis.

Continue with the following:

miŝyu masaafa tawiila. tiŝbu.
mafhimnaaŝ-iddars. maŝrifnaaŝ nirudd fa-ssuʔaal.
maxallitniis ʔatkallim. maʔultiŝ ħaaga.
iħtaagu li-fluus. istálafu mi-lbank.
ihtammeetu bi-lmawduuʔ. igtamaŝtu wayya-lmudiir.
ilʔatr-itʔaxxar. wisilna waxri.

ištáyalit-ilʔusbuuf kullu. ḥabbit tuxrug titfassaḥ.
 xaafu. giryu-b surʔa.
 masmiʔtiniš. maradditiiš ʔalayya.
 siḥyit waxri. magatš-ilḥissa.
 saaʔ bi surʔa ʔawi. ilʔaskari-ddaa-mxalfa.
 maḥabbiš yirkab tayyaara. gih bi-lʔatr.
 intaxabuu mudiir. imbasat ʔawi.
 nagaḥ. hannuu.
 iḥtaalu ʔaleena. ityazna minhum.

24.2 T: gih. gaab-ilkitaab.

S₁: gih ʔašaanu ʔaawiz yigiib-ilkitaab.

S₂: gih ʔašaana yigiib-ilkitaab.

Continue with the following:

istalaf filuus. ištara ʔarabiyya.
 ittáfaʔu ʔala maʔaad. xáragu yistaadu maʔa baʔd.
 xaragna maʔaa. itfarragna ʔa-lbalad.
 xadit-ittayyaara. wislit ʔawaam.
 daffaʔ-irraagil mixalfa. ʔaddibu.
 igtamaʔ wayya-lmudiir. itʔayyin ʔustaaz.
 ʔarrab minnu. iḥtaal ʔalee.
 xáragu maʔa baʔd. istaad.
 hágamu ʔalee. ʔataʔ raasu.

24.3 T: xaafu. ilʔaskari-ddaahum mixalfa.

S₁: xaafu ʔašaana miš ʔawziin-ilʔaskari yiddiihum mixalfa.

S₂: xaafu laḥsan-ilʔaskari yiddiihum mixalfa.

Continue with the following:

hirib. ḥabasuu.
 xadna-ttayyaara. ʔaḥmad wisil ʔablina.
 xaafu. ilʔarabiyya wiʔfit.
 maʔulnaaš ḥaaga. ilʔawlaad xaafu.
 binitkallim bi-šweeš. ilbintⁱ siḥyit.
 xaafit. innuur-ittafa.
 ḥabasuu. ḥaawil yihrab.
 itxaddⁱ ʔawi. innaas yiftikruu ḥaraami.
 xaaf. ḥadd-iḥtaal ʔalee-w xad filuusu.

- 24.4 T: fassarlu-lmas'ala. huwwa miš fahimha.
 S₁: fassarlu-lmas'ala fašaanu miš fahimha.
 S₂: fassarlu-lmas'ala lahsan huwwa miš fahimha.

Continue with the following:

ʔullina-lhikaaya. iħna nasyinha.
 matitfiiš-innuur. humma xayfiin.
 ħanuʔud hina. iddinya bitmattar.
 uʔud kul. inta gufaan.
 itkallim-ingiliizi. fii naas mabyiʔrafuuš ʔarabi.
 iʔfil-ilbaab. hiyya bardaana.
 matħassinš. biyyiib kitiir.
 iddii yaakul. gaaf.
 matidfaʔluuš. ilʔardⁱ di matislaħšⁱ li-zziraafa.

- 24.5 T: šuftaha. raħhit-ilbalad.
 S₁: šuftaha-w hiyya rayħa-lbalad.
 S₂: šuftaha lamma kaanit rayħa-lbalad.

Continue with the following:

ʔabilnaaha. rigfit mi-ssuuʔ.	sallimu ʔaleena. dáxalu.
ʔabilnaaha. rigifna mi-ssuuʔ.	ʔareetu-lgawaab. wiʔiftu.
ʔali ʔalli-lhikaaya. mišeet mafaa.	igtamafti mafaa. yaabu.
ʔadda. ilʔarabiyya faatit.	ibtadeena. nimtu.
sallimu ʔaleena. dáxalna.	kallimna. it <u>xadde</u> <u>ena</u> .

- 24.6 kallimtuhum wi humna biyzakru.

Substitute for /biyzakru/:

kal	yanna	ʔadda	rikib
naada	baka	kawa	it <u>farrag</u>
<u>ʔara</u>	sammaʔ	libis	it <u>fašša</u>
giri	nizil	katab	ištayal
saaʔ	<u>salla</u>	širib	ištara
itfassaħ	itmašša	itnaaʔiš	i <u>staad</u>

- 24.7 kallimitni w-ana bazaakir.

Continue with the verbs in drill 24.6.

24.8 T: zarni. ana fayyaan.

S₁: zarni w-ana fayyaan.

S₂: zarni lamma kuntⁱ fayyaan.

Continue with the following:

darris. ana suyayyar.

fallimu farabi. huwwa-kbiir.

sa'a mayya. hiyya atšaana.

šaafu. ihna mabsutiin.

farragu fa-lbalad. humma-f masr. wassalu. inta tafbaan.

kallim bi-ttilifcon. intubfaad. igtāmafu wayyaa. inti fi-lbeet.

B. Topical sentences.

saft-issittⁱ yalya ?awi.

The lady's watch is very expensive.

issittⁱ safiitha yalya ?awi.

The lady, her watch is very expensive.

muřzam-ittalamza yaybiin.

Most of the students are absent.

ittalamza muřzamhum yaybiin.

The students, most of them are absent.

řala-lmuslimiin yiřiggu.

It is required of Muslims to make a pilgrimage (to Mecca).

ilmuslimiin řaleehum yiřiggu.

The Muslims, it is required of them to make a pilgrimage.

?axuuya-řtara-lkitaab da.

My brother bought this book.

ilkitaab da ?axuuya-řtaraa.

This book, my brother bought it.

N24.2 A topical sentence is a construction of topic + comment (cf. Notes 1.1 and 3.3). A topical sentence may be formed from any sentence with a noun phrase consisting of (1) noun + noun (construct) or (2) quantifier + noun, or from one with (3) a verb phrase consisting of modal + free subject + verb, or from (4) a verbal sentence with a free object: verb + free object. The second constituent (always a noun) of each of these constructions may be placed at the beginning and becomes the topic. Note that the topic must be definite.

The first constituent of these constructions must then have a bound pronoun and (with the balance of the construction if there are more than two constituents) becomes the comment. The bound pronoun (traditionally called returning pronoun) in the comment agrees with the topic in gender or number. Note that if the verb requires a preposition before the object, then the preposition takes the returning pronoun. Note also that the comment is always either a verbal or an equational sentence.

DRILLS

24.9 issittⁱ safitha yalya ?awi. Substitute:

ilmudarris	fustaan	ilmudiir	binti
irriggaala	šun <u>at</u>	badla	?alam
řarabiyya	mandiil	sañbi	ilmudarris
axuuya	il?afandi	yada	bluuza
ilbint	šanta	gazma	dawa

24.10 ilkitaab da ?axuuya-štaraa. Substitute:

issaařa	ilfustaan	il?afandi	il?umsa <u>an</u>
ilkursi	il?ilaam	ilbadla	ilgazma
ilkutub	ittalamza	ilbanta <u>lunaat</u>	il?awraa?
?uxti	ilmañfaza	ittazkara	ilbeet
iššanta	ilmañdiil	sañbi	?uxti

24.11 ittilmiiz řalee-yzaakir. Substitute:

ittilmiiza	ilmuslim	ñabb ⁱ ?ariibu
ittalamza	?ara-l <u>kitaab</u>	ištaya <u>l</u>
?axuuya	ilmuslimiin	kull-innaas
daras	iřtamad řala-l <u>laah</u>	sařd-ilñukuuma
ittaalib	xaaf-a <u>llaah</u>	řamal-ilxeer
šakar-a <u>llaah</u>	kull ⁱ wañid	iñtafa <u>l</u> bi-lřiid
ilmasiñiyyiin	idda-fluus li-lmiñtagiin	iřtamad řala nafs <u>u</u>

24.12 ittalamza muřzamhum rigřu. Substitute:

fihim	iddukt <u>oor</u>	il?ustaaz
biyiřraf-ingiliizi	biyitkallim	řamal ?abñaa <u>s</u>
ilmasri	il?amrikaani	ilmasriyyi <u>n</u>
biyidris	biyñibb ⁱ yista <u>ad</u>	biyihtamm ⁱ bi-lluya <u>at</u>
ilřaransaawi	biyiñtifil bi-lřiid	biyitkallim řarabi
biyifham	saafir bar <u>ra</u>	biyiřraf-ingiliizi

24.13 ilmudarrisiin yadubhum wiřlu. Substitute:

ittaalib	ibtada	ilmudiriin	il?asadza
ilřumma <u>al</u>	ittafa?	daxal	xarag
il?atr	ilmudarrisiin	issitt	rigiř
ittayya <u>ara</u>	itřayyin	gi <u>h</u>	ilxaddaam
ittalaba	igtamař	iddukt <u>oor</u>	ilbanaat

24.14 T: gaww-ilqahira daafi.

S: ilqahira gawwaha daafi.

Continue with the following, using the last noun of the construct as topic:

simiṣna ṣan tariix-ilṣarab.

maḥaddiṣ daxal maktab-ilmudiir.

saaʔu ṣarabiyyit ṣali.

filuus ʔaxuuya fi-lbank.

ʔasadzit-ilgamṣa-ttáfaʔu.

ṣantit-issáittⁱ gild.

iḥtáfal-u-b ṣiid milaad-ilbint-imbaariḥ.

saṭt-ilgamṣa bitʔaxxar.

ṣadad tálabit-ilgamṣa-kbiir.

24.15 T: ṣumru ma ʔaal-ilkilma di.

S: ilkilma di ṣumru ma ʔalha.

Continue with the following, using the object as topic:

miin kabb-ilʔahwa.

ilmudiir ṣalee yimdi-lgawabaat.

miin fataḥluhum-ilmaktaba.

masmiṣtuuṣ-ilḥikaaya di.

ʔallaṣuu-ssaaṣa.

yadubhum xadu-lkutub.

ḥawlit tiftaḥ-iṣṣanta.

miṣ ʔadriin yibiiṣu-lṣarabiyya.

daxalna-nʔabl-ilmudiir.

maleetu-lṣilba-fluus.

ʔuluuli-lḥikaaya.

iwṣu madzakruuṣ-iddars.

xallu-lḥaraami yihraḥ.

feen-ittilmiiz-illi katab-ilḥikaaya di.

- 24.16 T: ana xaayif mi-l'imtiñaan da.
S: il'imtiñaan da ?ana xaayif minnu.

Continue with the following, using the object after the preposition as topic:

ʃumru ma diri bi-l'hikaaya.
ittilmiiz katab li-lmudarris.
sa'a-l'ahwa li-lʃummaal.
iddit-ilgawaab li-lʃummaal.
iñtáfalú bi-lʃiid yoom-ilxamiis.
ilñukuuma-btihtammⁱ bi-lluyaat.
ittáfaʔu wayya-lmudiir.
istálafu mablay kibiir min ʔaxuuya.
innaas biyxaafu ʃa-lbanaat.
ana xaayif min ʔimtiñaan-ittariix.

C. Verbal nouns.

ʔabilt-ilmudiir.	I met the director.
talabt ⁱ muʔablit-ilmudiir.	I asked to meet the director.
ʃallim-ilbanaat.	He taught the girls.
ilñukuuma-btihtamm ⁱ -b taʃliim-ilbanaat.	The government is interested in the education of girls.
ʃadda-ššaariʃ.	He crossed the street.
taʃdiit-iššaariʃ mamnuuʃa.	Crossing the street is forbidden.
saafir bi-ttayyaara.	He traveled by plane.
mabiyñibbiš safar-ittayyaara.	He does not like traveling by plane.
ittalamza ʔablu-lmudarris.	The students met the teacher.
simiʃt ⁱ ʃan muʔablithum li-lmudarris.	I heard of their meeting with the teacher.

N24.3 Verbal nouns are derived from (most but not all) verbs and denote the action of the verb: /ʔaabil/ 'he met', /muʔabla/ 'the action or process of meeting'.

Verbal nouns from /kallim/, /yanna/, and /zaakir/-type verbs are regularly derivable. If the /kallim/-type has the form $C_1VC_2C_2VC_3$, the verbal noun is $taC_1C_2iiC_3$: /ʃallim/, /taʃliim/ 'teaching, education';

if the verb is $C_1VC_2C_3VC_4$, the noun is $C_1aC_2C_3aC_4a$: /targim/, /targama/ 'translating, translation'. Nouns derived from verbs of the /yanna/-type (CVCCV) have the form taCCiya: /ʔadda/, /taʔdiya/ 'crossing'. And from verbs of the /zaakir/-type (CVVCVC), the verbal noun is muCaCCa (or miCaCCa): /zaakir/, /muzakra/ 'studying'; note that the noun derived from /saafir/ is /safaar/, hence not regular.

Verbal nouns typically occur in construct phrases, the first noun of which is a verbal noun. Such construct phrases are formed from the following constructions: verb + object/complement becomes verbal noun + object/complement; free subject + verb becomes verbal noun + subject; and free subject + verb + object becomes verbal noun + subject + /li/ + object.

Verbal nouns as predicate complements (N20.4), also frequently follow the verb from which they are derived: /saafid/ and /musaʔda/ in /safdu musaʔda-kbiira/ 'he helped him a great deal (with a great help)'.

DRILLS

LIST 24.1 Verbs

<u>nazzam</u>	organize, plan
rattib	put in order, straighten
wallid	generate, produce
<u>rabba</u>	raise, discipline, train
ʔaamil	deal with, treat (people)
<u>ʔaarid</u>	object to, oppose

24.17 T: darris-illuya^{at}.

S: tadriis-illuya^{at} saʔb.

Continue with the following:

<u>kassar</u> -ilxa ^ʕ ab.	ʔabl-ilmudiir.
targim-il <u>qur</u> ?aan.	zagr-ilʔulum.
ʔadda-ʕʕaariʔ.	rattib-ilʔooda di.
<u>rabba</u> -lʔawlaad.	<u>fassar</u> -ilmasʔala di.
ʔaml-innaas dool.	naʔʔa-lloon da.
ʔayyin-ilmudiriin.	<u>yayyar</u> -ilmadrasa.
wallid-il <u>kahr</u> aba.	ʔallim-il <u>kubaar</u> .

24.18 T: darris-il'awlaad. haayil.
S: darrishum tadriis haayil.

Continue with the following:

rattib-il'ooda. gamiil.
targim. haayil.
na'ʔa. ʔilw.
rabba-l'awlaad. haayil.
zaakir. gaamid.
ʔabl-innaas. zariif.
safd-innaas. kibiir.
na'ʔ-ittálabá. tawiil.

ʔaawil. tariixi.
gaawib. saʔiih.
ʔaml-innaas. kuwayyis.
ʔaarid mašruʔna. šidiid.
darrib-ittalamza. ʔaskari.
nazzam-ilbalad. badiiʔ.
ʔaxxar-ilmašruuʔ. tawiil.
darris-il'awlaad. haayil.

24.19 T: darrisit-il'adab-ilʔárabi.
S: kallimitna ʔan tadrisha li-l'adab-ilʔárabi.

Continue with the following:

fassar-innazariyya.
ʔallim-ilbanaat.
targim-ilkitaab.
na'ʔa ʔagmal bint.
ʔabl-ilmudiir.
nazzam-ilmadrása.

safd-ilmiʔtagiin.
ʔard-ilmašruuʔ.
ʔaml-innaas.
rabba-lbanaat.
rattib-issafar.
ʔadda-nnahr.

D. The verb /baʔa/ in equational sentences.

irraagil baʔa miʔtaar.

The man became perplexed.

ittilmiiz da ʔayibʔa muhandis.

This student will become an engineer.

N24.4 Like /kaan/ (N9.5), the verb /baʔa/ (a) is used in equational sentences.

DRILLS

24.20 T: miši-ktiir fa baʔa taʔbaan. ana.
S: mišeet kitiir fa baʔeet taʔbaan.
T: hiyya.
S: mišyit kitiir fa baʔit taʔbaana.

Continue with other persons, using the following:

baʃdⁱ ma yitxarrag ʃayibʔa mudarris.

xarag fi-lbardⁱ fa baʔa ʃayyaan.

zaakir liyaayit ma baʔa naʃsaan.

lamma baʔa fi-lgamʃa-btada yiʃtayaʃ kuwayyis.

SUPPLEMENTARY DRILLS

24.21 da maʃruuʃ muhimmⁱ li-rṛayy. Substitute:

storing water	generating electricity
spreading education	cultivation
protecting the country	communication
organizing the workers	training workers
teaching English	converting Al-Azhar into a university

24.22 fiiha fawaayid kitiir. Substitute:

streets	mountains	inhabitants	companies
sections	lands	museums	hotels
newspapers	rivers	places	buses
festivities	ports	mosques	Christians
towns	temples	churches	Muslims
schools	reference books	research	exhibits

24.23 tismaʃ tisammaʃni sootak, Substitute:

lend me the book	show me around town
give me water to drink	mail this letter for me
take me home	wake me up early
tell me what time it is	fill out this form (paper) for me
open this door for me	come to me early

24.24 luh markaz tigaari muhimm.

Substitute, using the adjectives in drill 22.24.

Conversation

1. marra waahid sayyaad raah
yistaad samak.
2. fa baʿdⁱ ma tiʿib kitiir, misik
samaka-zyayyara.
3. ʿaamit ʿalitlu. ya siidi, inta
šayf-inni-zyayyara ʿawi-w
miš mumkin ʿašabbafak.
4. miš ʿaḥsan-innak tisibni-w tiigi
-ssana-lgayya timsikni?
5. tikuun ʿazhartⁱ šafaʿa min
giha,
6. w-an-akuun kibirtⁱ wi-smintⁱ
min giha tanya.
7. ʿaam ʿallaha-ssayyaad.
ʿamma-nti ḥiyaliyya.
8. fa baʿdⁱ m-akuun tiʿibtⁱ tuul
-innahaar ʿašaan ʿamsikik,
9. ʿawzaani ʿasiibik w-atʿib nafsi
taani? miš maʿʿuul.
10. inti laazim simiʿti-lmasal
-ilʿadiim-illi-byitʿaal.
11. ʿasfuura fi-lyaddⁱ ʿaḥsan min
ʿášara fi-lyadd.

TWO FABLES

- Once a fisherman went to catch fish.
- After trying very hard, he caught a small fish.
- Whereupon it said to him, "You see that I am very small and cannot possibly satisfy you.
- Would it not be better to leave me and come and catch me next year?
- On the one hand you will have shown mercy,
- and on the other I will have grown bigger and fatter."
- Then the fisherman said, "You are a shrewd one!
- After I have worked hard all day to catch you,
- you want me to let you go and go to all this trouble again? Impossible!
- You must have heard the old proverb which says:
- A bird in the hand is better than ten (to be caught) tomorrow."

1. marra ḥamaama ʿitšit ʿataš šidiid,
wi malaʿitsⁱ mayya tišrab.

- Once a pigeon was very thirsty and could not find any water to drink.

2. wi-f ʔaxr-innaⁱhaar, baʔdⁱ ma
fattišit wi tiʔbit,
3. šaafit ballaas markuun gambⁱ
šāgara.
4. fa nizlit bi-surʔa-w baⁱssit
fii-w laʔit mayya-f ʔaʔru.
5. laakin-ilballaas kaan yawiit bi
ħees-inna maʔidritšⁱ tiwsal
li-lmayya.
6. fa yidbit wi-btadit tidrab
-ilballaas bi minʔarha ʔawza
tiksarū, laakin maʔidritš.
7. fa ħawlit tizzuʔʔu-b raⁱsha
ʔašaan tiʔlibu.
8. wi lamma šaafit-innⁱ mafiiš
ʔayda-ħtaarit wi ʔaʔadit
tifakkar.
9. baʔdeen baⁱssit ħawaleeha-w šaafit
ħigaara-zyayyara ʔa-lʔard.
10. fa-btadit tišiil-ilħigaara waħda
waħda-w tirmiihum fi
-lballaas.
11. wi kaan kullⁱ ma ramit ħagar,
ʔilyit-ilmayya-šwayya.
12. fa fidlit tirmi-lħigaara
-lʔaayit ma-rtáfaʔit-ilmayya-l
fumm-ilballaas.
13. fa širbit wi-tbásatit.
14. ilʔazdⁱ mi-lħikaaya di, innⁱ-f
baʔd-ilʔaħyaan-issabrⁱ wi
-lħikma ʔaħsan mi-lʔuwwa
wi-lyadab.

At the end of the day, after an
exhausting search,

she saw a large pot leaning against
a tree.

She descended quickly, looked into it,
and found water at the bottom.

However the pot was so deep that she
could not reach the water.

She became angry and started to strike
the pot with her beak, wanting to
break it; however she could not.

Then she tried to push it with her
head in order to tip it over.

When she saw that there was no use
(trying), she was puzzled and
stopped to think.

After a while she looked around her
and saw small stones on the ground.

Then she began to carry the stones one
by one and to throw them into the
pot;

and every time she threw in a stone,
the water rose a little.

So she continued to throw in the
stones until the water rose to the
mouth of the pot.

Then she drank and was pleased.

The point of this story is that
sometimes patience and wisdom are
better than force and anger.

Grammar

A. Verb phrases with /kaan/.

ʔala ma-wsilt ⁱ kaan katab/katb -ilgawaab.	By the time I arrived, he had written the letter.
ʔabl ⁱ m-awsal haykuunu katabu/katbiin-ilgawaab.	Before I arrive, they will have written the letter.
lamma-wsilt ⁱ kaan biyiktib -ilgawaab.	When I arrived, he was writing the letter.
lamma-wsilt ⁱ kaanu hayuxrug /xargiin.	When I arrived, they were going to go out.
saafit m-awsal haykuun biyuxrug/xaarig.	By the time I arrive, he will be going out.

N25.1 A verb phrase may include /kaan/ at the beginning. /kaan/ may be perfect or imperfect with /ña-/ (but never /bi-/). Note that /ña-/ is optional and may or may not be used.

The verb following /kaan/ also may be perfect or imperfect; if imperfect, it must however have a tense prefix. If /kaan/ is perfect, the following verb may be perfect or imperfect with /bi-/ or /ña-/. However if /kaan/ is imperfect, the following verb must be perfect or imperfect with /bi-/ (never /ña-/).

Under certain conditions the verb after /kaan/ may be replaced by the active participle: (1) if the verb is perfect and is not a verb of locomotion (N7.7), or (2) if it is imperfect and is a verb of locomotion.

/kaan/ and the following verb(s) have the same subject.

DRILLS

25.1 lamma-wsiltⁱ kaanu-byilbisu.

Substitute for /biyilbisu/:

ištayal	rikb-ilʔarabiyya	katab
simʔ-irradyu	ʔamal-ilwaagib	ñaawil yiʔaddi
ʃirib ʔahwa	ñaall-ilmasʔala	ʔadd-ilfiluus
zaakir	iñtafal bi-lʔiid	ʔara
salla	itfassañ	kal
itkallim	itnaaʔiʃ	itmašša
itxaaniʔ	yanna	ʔalaʔ

25.2 saaʃit ma tiwsal ʃankuun binilbis.

Substitute, using the items in drill 25.1.

25.3 ʔablⁱ ma yiigi ʃatkuunu-lbistu.

Substitute, using the items in drill 25.1.

25.4 kuntⁱ ʃaruuh, wi baʃdeen niseet.

Substitute for /ʃaruuh/:

<u>iʃ</u> tazar	nadaa	ih ⁱ tamm ⁱ bi-lmawduuʃ
gaab-iʃʃ <u>anta</u>	<u>tafa</u> -nnuur	<u>iʃ</u> tara <u>taz</u> kara
saʃidhum	<u>zar</u> ha	ʔallaha-lʃikaaya
katablu gawaab	<u>sa</u> ʃhaa	waddaaha-hnaak
ʔ <u>ara</u> haalu	<u>ra</u> ʃlaha	kammil-ilwaagib

25.5 ʔamiira kaanit xaragit ʔablⁱ ʔaʃmad ma yiigi.

Substitute for /xaragit/ using the items in drill 25.4.

25.6 T: xarag.

S₁: ʔala ma-wsiltⁱ kaanit xaragit.

S₂: ʔala m-awsal, ʃatkuun xaragit.

Continue with the following:

saafir	ʃall-ilmasʔala	itwazzaf
naam	ʔ <u>ara</u>	gih
miʃi	itʔaʃʃa	itxadd
<u>ra</u> ʃh-issuuʔ	<u>si</u> ʃi	ibtada-yzaakir

25.7 T: libis.

S₁: saaʃit ma-wsiltⁱ, kunna-bnilbis.

S₂: saaʃit ma ʃatiwsal, ʃankuun binilbis.

Continue with the items in drill 25.1.

B. More on topical sentences.

ilfiluus guwwa-lʃilba.

The money is in the box.

ilʃilba guwwaaha-fluus.

The box has money in it.

ilfiluus kaanit guwwa-lʃilba.

The money was in the box.

ilʃilba kaan guwwaaha-fluus.

The box had money in it.

ilʃilba ʃaykuun guwwaaha-fluus.

The box will have money in it.

ilħimiir ʔand-ilfallaħiin.	The donkeys are with the farmers.
ilħimiir miš ʔand-ilfallaħiin.	The donkeys are not with the farmers.
ilfallaħiin ʔanduhum ħimiir.	The farmers own donkeys.
ilfallaħiin maʔanduhum ^{ʔi} -ħimiir.	The farmers do not own donkeys.
ilfallaħiin kaan ʔanduhum ħimiir.	The farmers owned donkeys.
ilfallaħiin maka ^{ʔi} š ʔanduhum ħimiir.	The farmers did not own donkeys.
ilkitaab (miš) ʔandi.	The book is (not) with me.
(ana) ʔandi-ktaab.	I own a book.
(ana) maʔandiiš kitaab.	I do not own a book.

N25.2 To form a topical sentence from an equational sentence whose predicate is a prepositional phrase, the noun or pronoun after the preposition becomes the topic, and the preposition takes the returning pronoun (N24.2). If the topic is a pronoun, it may be omitted.

As in equational sentences (N9.5), in topical sentences formed from them /kaan/ may also be used. Note, however, that /kaan/ (or /yikuun/) in these topical sentences shows no agreement in person and number or gender.

To negate a topical sentence formed from an equational sentence without /kaan/, /ma- -š/ (rather than /miš/) is used with the construction preposition + returning pronoun. Note that the negative of /maʔaaya/ is /mamaʔiiš/.

Note the difference in meaning of /ʔand/ in equational and topical sentences. Only in the latter does it denote ownership (cf. also N9.1).

DRILLS

25.8 T: ilfiluus guwwa-lʔilba.

S: ilʔilba guwwaaha-fluus.

Continue with the following:

ittá <u>laba</u> fi-lgamʔa.	ilʔamiis guwwa-ddurg.
išš <u>anta</u> wara-lbaab.	ilkitaab maʔa-lbint.
ilwáraʔa ʔa-lmaktab.	išš <u>anta</u> fooʔ-iddulaab.
ilfiluus ʔand ⁱ ʔali.	ħissit-ilʔá <u>rabi</u> baʔd-ilmuħ <u>adra</u> .
illukanda gamb-ilmaħ <u>atta</u> .	ittazkara ʔand ⁱ saħbi.
ilmaktaba ʔu <u>ad</u> -ilmadrasa.	iššubbaak fi-lʔo <u>oda</u> .

25.9 T: ilfiluus guwwa-lfilba.

S₁: ilfiluus kaanit guwwa-lfilba.

S₂: ilfilba kaan guwwaaha-fluus.

S₃: ilfilab kaan guwwaahum filuus.

Continue with the sentences in drill 25.8.

25.10 T: ilfiluus guwwa-lfilba.

S₁: ilfilba kaan guwwaaha-fluus.

S₂: ilfilba makanšⁱ guwwaaha-fluus.

S₃: ilfilab makanšⁱ guwwaahum filuus.

Continue with the sentences in drill 25.8.

25.11 T: fandu ?alam.

S₁: fandak ?alam?

S₂: la?. mafandiiš ?alam.

S₃: ana muta?akkid-innⁱ mafanduuš ?alam.

Continue with the following:

mafaa tazkara.

fandu-fluus kitiir.

luh ?araayib hina.

fandu farabiyya.

luh ?axxⁱ-f ?amriika.

mafaa ?alam rusaas.

fandu ?awlaad.

luh beet fa-lbaħr.

25.12 T: fandu ?alam.

S₁: kaan fandukum ?alam?

S₂: la?. makanšⁱ fandina ħaaga.

S₃: ?ana muta?akkid innⁱ makanšⁱ fanduhum ħaaga.

Continue with the sentences in drill 25.11.

25.13 T: fandu ?alam. ana.

S: mafandiiš ?alam.

T: hiyya.

S: mafandahaas ?alam.

Continue with other persons, using the sentences in drill 25.11.

C. /illi/-phrases in topical sentences.

ittilmiiz ?ara-lħikaaya.

The student read the story.

ilħikaaya-ttilmiiz ?araaha.

The story, the student read it.

ilħikaaya latiifa.

The story is nice.

ilḥikaaya-lli-ttilmiiz ? <u>araaha</u> <u>latiifa</u> .	The story which the student read is nice.
ilfiluus guwa-lḥilba.	The money is in the box.
ilḥilba guwaaha-fluus.	The box has money in it.
ilḥilba <u>daaḥit</u> .	The box was lost.
ilḥilba-lli guwaaha-fluus <u>daaḥit</u> .	The box which has money in it was lost.
saḥt-issitt ⁱ ḡalya.	The lady's watch is expensive.
issitt ⁱ saḥitha ḡalya.	The lady, her watch is expensive.
issitt ⁱ ?axuuha <u>saḥbi</u> .	The lady, her brother is my friend.
issitt-illi saḥitha ḡalya ?axuuha <u>saḥbi</u> .	The lady whose watch is expensive, her brother is my friend.

N25.3 Like the noun subject of an equational or a verbal sentence (Notes 9.2 and 21.3), the topic if a noun may have an /illi/-phrase as an attributive. Along with other constructions, /illi/ + comment may be so used. To the resulting noun phrase a new predicate or verb or comment must then be added, yielding respectively an equational or verbal or topical sentence.

DRILLS

- 25.14 issitt-illi saḥitha-tsára?it hina.
Substitute, using the nouns in drill 24.9.
- 25.15 ilkitaab-illi ?axuuya-ṣṭaraa daaḥ.
Substitute, using the nouns in drill 24.10.
- 25.16 feen-ilmudarrisiin-illi yadubhum wislu.
Substitute, using the items in drill 24.13.
- 25.17 T: darris-ilmadda.
S₁: tadriis-ilmadda di saḥb.
S₂: ilmadda di tadrisha saḥb.
S₃: hiyya di-ilmadda-lli tadrisha saḥb?
Continue with the sentences in drill 24.19.

- 25.18 T: simiḥna-lḥikaaya. ilḥikaaya yariiba.
S: ilḥikaaya-lli-smiḥnaaha yariiba.

Continue with the following:

ʔaal-ilkilma di. ilkilma wiḥṣa.
yadubhum xadu-lkutub. ilkutub bituufi.
miṣ ʔadriin yibiiṣu-lṣarabiyya. ilṣarabiyya ʔadiima.
ilḥukuuma-btihtammⁱ bi-lluyaāt. illuyaāt ʔagnabiyya.
istálafu mablay. ilmablay kibiir.
ana xaayif mi-lʔimtiḥaan. ilʔimtiḥaan saḥb.
ṣantit-issittⁱ gild. issittⁱ masriyya.
iṣtara-lʔard. ilʔardⁱ xisba.
xuufu bana-lḥaram. ilḥaram kibiir.
inniil biysabbib xasaayir. ilxasaayir kibiira.

- 25.19 T: ilkitaab maḥa-lbint. ilbintⁱ faatit min hina.
S: ilbint-illi faatit min hina maḥaaha-ktaab.

Continue with the following:

ilʔahwa fi-lfingaan. ilfingaan-itkasar.
ilwáraʔa ḥa-lmaktab. ilmaktab fi ʔutti.
iṣṣanta fi-lṣarabiyya. ilṣarabiyya-tbaaḥit.
ilʔagaaza baḥd-ilṣiid. ilṣiid fi ʔayustus.
ilganaayin ḥawaleen-ilbeet. ilbeet ḥa-nniil.
ittamyⁱ fi-nnahr. innahrⁱ biyfiid.
ilxazzaan wara-ssadd. issaddⁱ ḥa-nniil.
ilmaḥaabid gamb-ilmadiina. ilmadiina ḥa-lbaḥr.
ilbadu fi-ssaḥra. issaḥra gamb-ilḥuduud.

SUPPLEMENTARY DRILLS

- 25.20 Repeat the story of the pigeon, substituting /yuraab/ for /ḥamaama/;
repeat again, substituting /ḥamamteen/ for /ḥamaama/.
- 25.21 ʔamma-nti ḥiyaliyya.

Substitute for /inti ḥiyaliyya/:

a strange thing	a wise man	a huge library
an impossible story	a beautiful house	a magnificent voice
an enjoyable trip	a rapid train	a heavy rain

Conversation

THE ARABIC LANGUAGE I

1. innaas-illi-byitkallimu-lluya
-lřarabiyya-byitsammu-lřarab.
The people who speak Arabic are called Arabs.
2. řabl-ilqarn-issaabiř, kull
-ilřarab tařriiban kaanu
biyřiiřu-f řibh-ilgaziira
-lřarabiyya.
Before the 7th century, almost all of the Arabs lived in the Arabian Peninsula,
3. fiima řada řadad řaliil kaanu
sakniin fi ganuub-ilřiraag wi
-lřurdun wi-f řarⁱ surya.
except for a small number who were living in southern Iraq and Jordan, and eastern Syria.
4. bařd-innabi muřammad ma maat,
ilmuslimiin-ilřarab nāřaru
-lřislaam fi-řřar?-ilřawsat
kullu.
After the Prophet Muhammad died, the Muslim Arabs spread Islam throughout the Middle East.
5. wi mařa-lřislaam-intāřarit
-illuya-lřarabiyya.
With Islam, the Arabic language spread,
6. wi řallit bařdⁱ mudda mařallⁱ
luyaat-iřřar?-ilřawsat-ittanya.
and eventually replaced the other languages of the Middle East.
7. řabl-ilfath-ilřarabi-nnaas fi
-lřiraag wi surya-w libnaan
wi-lřurdun wi-falistiin kaanu
-byitkallimu-lluya-lřaramiyya,
Before the Arab conquest, the people in Iraq, Syria, Lebanon, Jordan, and Palestine used to speak Aramaic,
8. wi-f masrⁱ kaanu-byitkallimu
-lluya-lřibtiyya.
and in Egypt they spoke Coptic (Egyptian).
9. illuya-lřarabiyya řallit mařall
-ilřaramiyya wi-lřibtiyya,
The Arabic language replaced Aramaic and Coptic
10. wi bařit luyit-ilbilaad di
kullaha.
and became the language of all these countries.

- | | |
|---|---|
| <p>11. wi-f šamaal ʔifriḡya kamaan,
muḡzam-issukkaan-istabdilu
-lluya-at-ilmaḡalliyya bi
-lluya-lḡarabiyya.</p> | <p>Likewise in north Africa, most of the inhabitants exchanged the local languages for Arabic.</p> |
| <p>12. innama naas kitiir xusuusan fi
-lʔaryaaf, iḡtáfazu bi-lluya-at
di-lyayt-innaḡarda.</p> | <p>However, many people especially in the rural areas have kept these languages until today.</p> |
| <p>13. fa fi-lmayrib māsalan, ḡawaali
xamsiin fi-lmiyya min
-issukkaan biyitkallimu luya
barbariyya.</p> | <p>In Morocco, for example, about fifty percent of the inhabitants speak a Berber language.</p> |
| <p>14. tabḡan muḡzamhum biyiḡrafu wi
-byistaḡmilu-lḡarabi kamaan.</p> | <p>Of course most of them know and use Arabic as well.</p> |
| <p>15. ʔamma fi-ssudaan fa-lluya
-lḡarabiyya ḡallit maḡall
-illuya-at-ilmaḡalliyya fi
-ššamaal bass.</p> | <p>As for the Sudan, Arabic has replaced the local languages only in the north;</p> |
| <p>16. fi-lḡanuub-innaas-iḡtáfazu-b
luyathum-ilʔasliyya.</p> | <p>in the south the people have kept their original languages.</p> |
| <p>17. ḡaliyyan-ilḡarabi huwwa-lluya
-rrasmiyya fi-ssudaan.</p> | <p>At present, Arabic is the official language in the Sudan.</p> |
| <p>18. bixlaaf sukkaan-ilbilaad
-ilḡarabiyya, fii naas
biyitkallimu ḡarabi,</p> | <p>Besides the inhabitants of the Arab countries, there are people who speak Arabic</p> |
| <p>19. fi ʔifriḡya ḡanuub-iššaḡra
-lkibiira, wi-f baḡdⁱ
ḡumhuriyyaat-ilʔittiḡaad
-issufyeeti.</p> | <p>in Africa south of the Great Desert (Sahara) and in some of the Republics of the Soviet Union.</p> |
| <p>20. fi-lwaʔt-ilḡaadir-illuya
-lḡarabiyya luyit ḡawaali
miit milyoon min-innaas.</p> | <p>At the present time, Arabic is the (native) language of about 100 million people.</p> |

21. wi yeer kida, muslimiin kitiir
fi-lfaalam biyiⁱrafuuha wi
-byitfallimuuha.

In addition, many Muslims in the
world know and study it.

22. illuya-lfarabiyya wi-tturkiyya
wi-lfarisiyya ⁱahammⁱ luyaⁱat
-i^{vv}šarⁱ-ilⁱawsat.

Arabic, Turkish, and Persian are
the most important languages of
the Middle East.

Grammar

A. The modal /ba'a/ + /li/.

ba'aalu-byilbis safaan.

He has been dressing for two hours.

ba'aalu laabis safaan.

He has been dressed for two hours.

ilbintⁱ ba'alha-btilbis safaa.

The girl has been dressing for an hour.

ilbintⁱ-btilbis ba'alha safaa.

The girl has been dressing for an hour.

ilbintⁱ-btilbis laha safaa.

The girl has been dressing for an hour.

ilwalad laabis luh safaa.

The boy has been dressed for an hour.

N26.1 This modal requires a bound pronoun and is followed by a verb in the imperfect (with or without /bi-/, but not /ha-/) or by an active participle. The subject of the verb and the pronoun agree in person and number or gender; with a participle, the pronoun agrees in number or gender. The construction of modal + pronoun + verb/participle is followed by a time complement, and may be preceded by a noun phrase.

The modal may also follow a verb or a participle. If it follows, /ba'a/ may be omitted and only /li/ + pronoun (Table 16.1) may be used.

DRILLS

26.1 ba'alha-btitkallim safaa.

Substitute, using the verbs in drill 24.6.

26.2 T: libis.

S₁ to S₂: ba'aalak laabis ⁱaddⁱ ⁱee,

S₂: ba'aali laabis safaa.

S₃ of S₂: ba'aalu laabis aktar min safaa.

Continue with the following:

kal	<u>sihi</u>
rikib	itwazzaf
wi'if	itfayyin
ityadda	širib
yaab	miši

26.3 T: libis.

S₁: ba'alkum labsiin 'addⁱ 'ee,

S₂: ba'alna labsiin saafa.

S₃: ba'alhum labsiin 'aktar min saafa.

Continue with the verbs in drill 26.2.

26.4 ilbintⁱ-btilbis ba'alha saafa. Substitute:

ilbanaat	itnaa'iš	zaakir	il'awlaad
kal	innaas	itmašša	yanna
<u>irraagil</u>	ištayal	ilbint	katab
<u>'ara</u>	ilfaamil	baka	il'ustaaz
<u>ittálaba</u>	<u>ittaalib</u>	naada	<u>fassar</u>

26.5 ilbintⁱ-btilbis laha saafa.

Substitute, using the items in drill 26.4.

26.6 T: ba'aalu-yzaakir safteen. intu.

S: ba'alkum tizakru safteen.

T: humma.

S: ba'alhum yizakru safteen.

Continue with other persons, using the following:

ba'aalu-byitfallim šarabi sana.

ba'aalu waa'if barra saafa.

ba'aalu-byi'ra mi-ssubh.

ba'aalu biydu?'ⁱ fa-lbaab saafa.

ba'aalu-msaafir šahreem.

ba'aalu-byitfaššim šahr.

ba'aalu mittifi? mafaahum mudda.

B. Elliptic noun phrases.

ittalaat kutub dool bituuŋi.	Those three books are mine.
ittalaata dool bituuŋi.	Those three are mine.
dool bituuŋi.	Those are mine.
ittalamza kulluhum yaybiin.	All of the students are absent.
kulluhum yaybiin.	All of them are absent.
ittilmiiz-innabiih nagaŋ.	The intelligent student passed.
innabiih nagaŋ.	The intelligent one passed.
issitt-illi šayla-ššanta masriyya.	The lady carrying the purse is Egyptian.
illi šayla-ššanta masriyya.	The one carrying the purse is Egyptian.
haat-il'alam-illi fa-ttarabeeza.	Give me the pencil on the table.
haat-illi fa-ttarabeeza.	Give me the one on the table.

N26.2 In the following types of noun phrases (1) numeral + noun, (2) noun + demonstrative, (3) noun + quantifier, (4) noun + adjective, and (5) noun + /illi/-phrase, the noun may be omitted. Although without a noun (cf. N23.3), the remainder of the phrase may be used in any construction in which a noun phrase may occur. It is hence known as an elliptic noun phrase.

DRILLS

- 26.7 T: ilkitaab maŋa-lbint. ilbintⁱ faatit min hina.
 S₁: miš kullⁱ bintⁱ maŋaaha-ktaab.
 S₂: laakin-illi faatit min hina maŋaaha-ktaab.
 Continue with the sentences in drill 25.19.
- 26.8 iddars-issaatit saŋbⁱ wi-lŋaašir ?asŋab.
 Substitute for /ŋaašir/ using the numerals in drill 17.18.
- 26.9 ahoo-lkitaab-il'awwilaani. ?ummaal feen-ittaani.
 Substitute for /kitaab/ using the nouns in drill 17.20.
- 26.10 ilŋiŋriin kitaab dool bituŋhum. iddiini-lŋášara dool-illi hina.
 Substitute for /ilŋiŋriin/ or /kitaab/ using the items in drill 12.14.
- 26.11 T: idda-ssaaŋa-l saŋbu. xad.
 S₁: idda ?asŋaabu kulluhum saaŋa.
 S₂: kulluhum xadu saaŋa.

Continue with the following:

warra-lgawaab li-lmudarris. šaaf.
sallif-ilfiluus li ?arraybu. istalaf.
sa'a-l'ahwa li-lšummaal. širib.
daffaš-ilmixalfa li-lfallaañ. dafaš.
šayyil-iššanta li-rraagil. ištaal.
labbis-ilgazma li-lbint. libis.
darris šarabi li-lwalad. daras.

C. Derived verbs: /ista-/ prefix.

<u>irragl-istayrab.</u>	The man was surprised.
<u>irraagil</u> ḥayistayrab.	The man will be surprised.
ilmudiir-ista'aal.	The director resigned.
ilmudiir ḥayista'iil.	The director will resign.
ilwalad-istašadd.	The boy got ready.
istašaddeena-b surša.	We got ready quickly.
šali-byistašidd.	Ali is getting ready.

N26.3 Derived verbs with the /ista-/ prefix may be formed from the /katab/, /rama/, /šaaf/, /ḥabb/, and /yanna/-types. These derived verbs have no meanings in common, and the meanings are not predicatable (cf. N23.2).

The vowel patterns of these derived verbs are predictable. The perfect and imperfect forms of all verbs derived from the /katab/, /rama/, and /yanna/-types are respectively the same: istaCCVC, istaCCa, and istaCaCCa. All of these hence belong to Class I, regardless of the class to which the simple verbs belong.

The perfect forms of all verbs derived from the /šaaf/ and /ḥabb/-types are istaCaaC and istaCaCC; the imperfect are istaCiiC and istaCiCC. All of these belong to the /i/ class, regardless of the class to which the simple verbs belong. Note that verbs derived from the /šaaf/-type do not have two different vowel patterns in the perfect as do the simple verbs: /šaaf/, /šuft/, but /ista'aal/, /ista'alt/.

The participle of these verbs is /mi-/ + the imperfect stem: /mistayrab/, /mista'iil/, /mistašidd/.

DRILLS

LIST 26.1 Verbs

<u>istayrab</u>	be surprised	istañamma	bathe, swim
istaʔbil	welcome	istaʔaan (i)	seek assistance
istaʔzin	ask permission	<u>istašaar</u> (i)	seek advice
istafhim	inquire	istaʔadd (i)	get ready
istaʔgil	hurry	<u>istamarr</u> (i)	continue
istañla	consider nice	istaʔall (i)	become independent
istanna	wait		

26.12 T: istaʔaddⁱ li-lʔimtiñaan. intu.

S: istaʔaddeetu li-lʔimtiñaan.

T: humma.

S: istaʔaddu li-lʔimtiñaan.

Continue with other persons, using the following:

istafhim ʔan-ilmaʔaad.

istañamma fi-lbañr.

istaʔzin wi xarag.

istañla-lbeet da.

lamma šafha-stayrab.

istamarrⁱ-f tariiʔu.

istašaar duktoor kibiir.

istaʔaan bi-lbuliis.

istannaaha saʔteen.

lamma šaafu-staʔgil.

26.13 T: istaʔaddⁱ li-lʔimtiñaan. intu.

S: ñatistaʔiddu li-lʔimtiñaan.

T: humma.

S: ñayistaʔiddu li-lʔimtiñaan.

Continue with other persons, using the sentences in drill 26.12.

26.14 T: istaʔaddⁱ li-lʔimtiñaan.

S₁: istaʔiddⁱ li-lʔimtiñaan.

S₂: istaʔiddi li-lʔimtiñaan.

S₃: istaʔiddu li-lʔimtiñaan.

Continue with the sentences in drill 26.12.

26.15 T: istaʔaddⁱ li-lʔimtiñaan.

S₁ to S₂: inta mistaʔiddⁱ li-lʔimtiñaan?

S₂: aywa, ana mistaʔiddⁱ li-lʔimtiñaan.

S₃: laʔ, huwwa miš mistaʔiddⁱ li-lʔimtiñaan.

Continue with the following:

istayrab ⁱʔawi.

istaʔgil.

istamarr ⁱ-f tariiʔu.

istaḥlaaha.

istaḥamma fi-nniil.

istannaahum saafa.

26.16 T: istaʔadd ⁱ li-lʔimtiḥaan.

S₁: miin mistaʔidd ⁱ li-lʔimtiḥaan.

S₂: iḥna mistaʔiddiin li-lʔimtiḥaan.

S₃: humma miš mistaʔiddiin li-lʔimtiḥaan.

Continue with the sentences in drill 26.15.

26.17 T: istaʔadd ⁱ li-lʔimtiḥaan.

S₁: fii naas-istaʔaddu li-lʔimtiḥaan.

S₂: fii naas mistaʔiddiin li-lʔimtiḥaan.

S₃: mafiiš ḥadd ⁱ mistaʔidd ⁱ li-lʔimtiḥaan.

Continue with the sentences in drill 26.15.

D. Verbal nouns from /-t-/ and /ista-/ verbs.

irraʔiis-ihtamm ⁱ bi-lmawduuʔ.

The president was interested in the project.

simiʔna ʔan-ihtimaam-irraʔiis
bi-lmawduuʔ.

We heard about the president's
interest in the project.

ihtamm bi-lmawduuʔ-ihtimaam
kibiir.

He was greatly interested in the
project.

ilmudiir-istaʔaal.

The director resigned.

simiʔt ʔan-istiʔalt-ilmudiir.

I heard about the director's resignation.

istaʔbilu-rraʔiis.

They welcomed the president.

istaʔbilu-rraʔiis-istiʔbaal
gamiil.

They welcomed the president
enthusiastically.

N26.4 Verbal nouns (N24.3) from verbs with /-t-/ (N23.2) and /ista-/ (N26.3) are regularly derivable. The details are given in the following table.

	<u>Verb</u>	<u>Noun</u>
/katab/-type	iCtaCaC	iCtiCaaC
/ħabb/	iCtaCC	iCtiCaaC
/šaaƿ/	iCtaaC	iCtiyaaC
/rama/	iCtaCa	iCtiCa
/katab/	istaCCi/aC	istiCCaaC
/ħabb/	istaCaCC	istiCCaaC
/šaaƿ/	istaCaaC	istiCaaCa
/rama/	istaCCa	istiCCa

Table 26.1

DRILLS

- 26.18 T: ihtammⁱ bi-lluyaat.
S: ilihtimaam bi-lluyaat daruuri.

Continue with the following:

igtamaƿ wayya-lmudiir.	istaƿaan bi-nnaas.
iħtaƿal bi-lƿiid.	<u>istašaar-idduktoor</u> .
ittafaʿ maƿaahum.	istaƿadd li-ssafar.
iʃtamad ƿala-llaah.	istaʿall.
<u>iʃtazar</u> ƿan-ilyalat.	<u>istamarrⁱ</u> fi-lʃamal.
istaƿgil.	<u>istaxrag-ilbitrool</u> .

- 26.19 T: ihtammⁱ bi-lluyaat. kibiir.
S: ihtammit bi-lluyaat-ihtimaam kibiir.

Continue with the following:

istaʿbil ʿaxuu. gamiil.	iħtaƿal bi-lƿiid. kibiir.
istaƿmil-ilkitaab. kibiir.	iʃtamad ƿala-llaah. kaamil.
istaƿadd. kaamil.	ixtalaf maƿaa. šidiid.
istaʿall. kaamil.	irtafaƿ. kibiir.
igtamaƿ wayyaa. <u>tawiil</u> .	ittafaʿ wayyaa. kaamil.

- 26.20 T: ihtammⁱ bi-lluyaat.
S: ilihtimaam bi-lluyaat bi-ššaklⁱ da maʿnitu ʿee,
Continue with the sentences in drill 26.18.

SUPPLEMENTARY DRILLS

26.21 zamaan-innaas kaanu biynaamu badri.

Substitute:

be afraid of the police	beat the children
wake up early	ride donkeys
like to tell stories	prefer to live in villages
visit each other a lot	be able to walk a lot
not travel a lot	be interested in religion
find life difficult	be not aware of time

26.22 ilḡarabi ḡallⁱ maḡall-illuya-lḡibtiyya.

Substitute:

English, French	the Americans, the original inhabitants
the Arabs, the foreigners	the new dam, the old dam
the wolf, the fox	the car, the donkey.
German, French	Spanish, the local language
the city, the village	Arabic, Aramaic

26.23 innaas-illi-byitkallimu ḡarabi-byitsammu-lḡarab.

Substitute:

steal, thieves	work the land, farmers
live in America, Americans	teach in the university, professors
live in the desert, bedouins	built the pyramids, Pharaohs
treat the sick, doctors	fish, fishermen
live in France, French	drive cars, drivers

26.24 ilmasriyyiin biyḡiḡšu-f waadi-nniil.

Substitute:

love their country	celebrate the cresting of the Nile
reclaim much land	speak Arabic
are interested in education	built the pyramids
work hard	don't like to leave their country
extract oil	are building the dam
depend on irrigation	are increasing rapidly
live in towns and villages	depend on the water of the Nile
exchanged Coptic for Arabic	have kept their independence

Conversation

THE ARABIC LANGUAGE II

- | | |
|---|---|
| <p>1. illuya-l<u>ʔarabiyya</u> laha lahgaat
kitiir.</p> | <p>The Arabic language has many dialects.</p> |
| <p>2. fa-llahga-lli byitkallimha-nnaas
fi-l<u>qahira</u>-btixtilif ʔan lahgit
-ir<u>rabaat</u> ʔaw baydaad ʔaw ʔatta
lahgit ʔ<u>asyuut</u>.</p> | <p>The dialect spoken in Cairo differs
from the dialect of Rabat or
Baghdad, or even that of Asyut.</p> |
| <p>3. wi-llahgaat di-btixtilif min
gihat-ilʔ<u>aswaat</u> wi-lkalimaat
wi tarkiib-ilgumal.</p> | <p>These dialects differ in their
sounds, vocabulary, and sentence
constructions.</p> |
| <p>4. laakin kull-ilʔ<u>arab</u> luhum luya
mu<u>ʔtaraka</u>-smaha-l<u>fusha</u>
-l<u>ʔadiisa</u>.</p> | <p>However, all Arabs have a language
in common, called Modern Standard
Arabic.</p> |
| <p>5. wi di hiyya-lluya-l<u>mustafmala</u>
fi-lgaraniil wi-l<u>muʔadraat</u> wi
-lkutub-ilʔadabiyya wi-lʔilmiyya,</p> | <p>This is the language used in news-
papers, lectures, literary and
scientific writings (books),</p> |
| <p>6. wi fi-lmunasbaat-irrasmiyya, wi-f
baʔ<u>d</u>ⁱ baraamig-ilʔizaa<u>fa</u>.</p> | <p>and on official occasions and on
some radio programs.</p> |
| <p>7. bixlaaf-il<u>fusha</u>-l<u>ʔadiisa</u> fii
<u>fusha</u> ʔadiima.</p> | <p>Besides Modern Standard there is
also Classical Arabic.</p> |
| <p>8. wi di hiyya luyit-il<u>gurʔaan</u> wi
-lʔadab-ilʔadiim.</p> | <p>This is the language of the Quran
and classical literature.</p> |
| <p>9. illuya-lʔ<u>arabiyya</u> ʔaniyya giddan
fi ʔadabha.</p> | <p>Arabic has a very rich literature.</p> |
| <p>10. wi ʔadabha-byimtaddⁱ mi-l<u>garn</u>
-issaadis li-n<u>naharda</u>.</p> | <p>This literature extends from the
6th century until today.</p> |
| <p>11. fi-lʔ<u>usuur</u>-il<u>wusta</u> kaanit-illuya
-lʔ<u>arabiyya</u> luyit-ilʔilmⁱ wi
-lʔadab wi-rriyaada wi-ttibbⁱ
wi-lfalsafa.</p> | <p>In the Middle Ages, Arabic was the
language of science, literature,
mathematics, medicine, and
philosophy.</p> |

12. ilḡarab kulluhum min muslimiin wi masiḡiyyiin wi yahuud biyiḡtibru -lḡurʔaan tuḡfa ʔadabiyya. All of the Arabs, whether Muslims, Christians, or Jews, consider the Quran a masterpiece of literature.
13. laakin bixlaaf kida, ilḡurʔaan ʔasaas-ilʔislaam. However, in addition to this, the Quran is the foundation of Islam,
14. fa-lmuslimiin biyʔamnu-nnu kalaam-allaḡ-illi nizil ʔala muḡammad. for the Muslims believe that it is the word of God which was revealed to Muhammad.
15. wi-lḡurʔaan fii miyya-w ʔarbaḡtaaḡsar suura. In the Quran there are 114 chapters.
16. issuura-lʔawwilaniyya suura ʔusayyara-smaha-lfaatiḡa, The first is a short chapter called "The Opening".
17. wi hiyya salaat ḡukrⁱ-w ḡamdⁱ li-llaah. This is a prayer of thanks and praise to God.
18. issuwar-ittanyiin mitrattibiin bi ḡasab tulhum. The other chapters are arranged according to their length.
19. fa-ssuura-ttanya ʔatwalhum, wi -ssuura-lʔaxraniyya ʔaʔsarhum. The second chapter is the longest, and the last chapter is the shortest.
20. tisḡiin suura mi-lḡurʔaan suwar ʔusayyariin nizlu-f makka. Ninety of the chapters of the Quran are short and were revealed in Mecca.
21. ilʔarbaḡa-w ʔiḡḡriin suura -lbaʔyiin nizlu fi-lmadiina. The remaining 24 chapters were revealed in Madina.
22. fi-lḡurʔaan ḡikayaat kitiir bitišbih ḡikayaat-ilkitaḡb In the Quran, there are many stories similar to stories of the Bible (the Holy Book), like the stories of Abraham, Moses, and Jesus.
23. ilḡurʔaan mittargim li xamsiin luya taʔriiban. The Quran has been translated into some fifty languages;
24. ʔawwil targama-tḡamalit bi -llatiini fi-lḡarnⁱ litnaaḡsar. the first translation was made into Latin in the 12th century.

Grammar

A. Verb phrases with /kaan/ + modal.

nifsina-nsaafir.	We long to travel.
kaan nifsina-nsaafir.	We longed to travel.
ñaykuun ʔalayya ʔaktib gawaab.	It will be necessary that I write a letter.
ʔammaliin tizakru.	You study all the time.
kuntu ʔammaliin tizakru.	You studied all the time.
ana miš ʔawzu yiigi.	I do not want him to come.
ana makuntiš ʔawzu yiigi.	I did not want him to come.
ʔumraha ma tirkab-ilʔatr.	She never rides the train.
kaanit ʔumraha ma tirkab-ilʔatr.	She never rode the train.
laazim yizakru.	They must study.
kaanu laazim yizakru.	They had to study.
baʔaalu yilbis saaʔa.	He has been dressing for an hour.
kaan baʔaalu yilbis saaʔa.	He had been dressing for an hour.
ñaykuun baʔaalu yilbis saaʔa.	He will have been dressing for an hour.

N27.1 A verb phrase may include /kaan/ + modal at the beginning (cf. Notes 21.1 and 25.1). /kaan/ may be perfect or imperfect with or without /ña-/ (but never /bi-/). All previously indicated restrictions on verb sequences and forms of the verb after modals apply here also (see Notes 15.1, 16.1, 17.1, 18.1, 19.1, 21.2, and 26.1). In other words, all types of verb phrases (with or without modals) may have /kaan/ at the beginning.

In the construction /kaan/ + modal + verb, /kaan/ and the following verb(s) have the same subject unless the modal is /nifs/ or /ʔala/ or /ʔazd/. If one of these is used, then only the 3 m. /kaan/ or /yikuun/ occurs. With these modals /kaan/ hence shows no agreement in person and number or gender.

DRILLS

- 27.1 T: kaan nifsu yudxul-ilgamʔa, laakin maʔdirš. iħna.
S: kaan nifsina nudxul-ilgamʔa, laakin maʔdirnaaš.
T: hiyya.
S: kaan nifsaha tudxul-ilgamʔa, laakin maʔidritš.

Continue with other persons.

Repeat, using the following:

kaan ba'aalu yistanna saſteen.
fi-lwa'tⁱ da, ſhaykuun zamaanu wisil.
lamma 'abiltu, kaan yadoobu xarag mi-lbeet.
'ablⁱ ma yiigi, kaan ſalee yiktib gawaab.
lamma-wsiltⁱ, kaan ſammaal yizaakir.
fi-ssaaſa di, ſhaykuun yadoobu daxal yinaam.
baſdⁱ xamas da'aayi', ſhaykuun ba'aali 'aſtayaſ taman saſaat.
kaan laazim yistannaani hina. mastannaaſ lee,

27.2 kaanu ſawziin yiigu, laakin ma'idruuſ.

Substitute for /ſawziin yiigu/:

naawi yitfaſsaſ.	'azdu yista'zin.
ſalee yibtidi ſaalan.	laazim yisalli.
nifſu yistamirr.	ſaawiz yiſtiri ſarabiyya.
naawi yiſtaal ſalee.	nifſu yitwazzaf fi-lſukuuma.
laazim yihtamm ⁱ bi-lmaſruuſ.	nifſu yuxrug yistaad.

27.3 lamma-wsiltⁱ kaanit ſammaala-dzaakir.

Substitute for /ſammaala-dzaakir/:

ſaawiz yuxrug.	ba'aalu yistanna saaſa.
naawi yitkallim bi-ttilifoon.	yadoobu <u>xarag</u> .
nifſu yuxrug yitfaſsaſ.	ſammaal yitmaſſa.
ſammaal yiſtayaſ.	ba'aalu-yfakk ^r ar saſteen.
ſalee yiktib gawaab.	yadoobu rigiſ.

27.4 lamma tiwsal ſakuun ſammaal 'azaakir.

Substitute, using the sentences in drill 27.3.

27.5 T: ſammaal yizaakir.

S₁: imbaariſ fi-ssaaſa di kunna ſammaliin nizaakir.

S₂: buk^ra fi-ssaaſa di ſankuun ſammaliin nizaakir.

Continue with the sentences in drill 27.3.

B. The modal /yareet/.

yaritni <u>ru</u> ḥt-ilbeet.	I wish I had gone home.
yareet <u>ru</u> ḥt-ilbeet.	I wish I had gone home.
yareetu <u>ʔ</u> <u>ara</u> -ddars.	I wish he had read the lesson.
yareet <u>ʔ</u> <u>ara</u> -ddars.	I wish he had read the lesson.
yareet niruuḥ nišuufu.	I wish we would go to see him.
yareet yi ^ʔ <u>ra</u> -ddars.	I wish he would read the lesson.

N27.2 This modal may be followed by the perfect or imperfect without tense prefixes. If it is followed by the perfect, /yareet/ may have a bound pronoun which agrees with the subject of the verb. However, it cannot have a pronoun if the following verb is imperfect.

DRILLS

27.6 T: rigiʃ.

S₁: yareet rigʃit-imbaariḥ.

S₂: yaritha rigʃit-imbaariḥ.

S₃: yareet tirgaʃ bukra.

Continue with the following:

nagaḥ	<u>ʔ</u> <u>idir</u> yisaafir
magaas	<u>i</u> ṣṭazarlu
itbasat	ihtamm ⁱ bi-lmašruuʃ
istaʃgil	<u>i</u> stašaar <u>u</u>
mat ^ʔ <u>axxar</u> <u>š</u>	itnaʔal

27.7 T: rigiʃ.

S₁: lissa marigʃuuš. yareet yirgaʃu dilwaʔti ʔahoo.

S₂: yarithum rigʃu min šuwayya.

Continue with the following:

istaʃadd	igtamaʃ
ittafaʔ	itḥabas
<u>si</u> <u>ḥi</u>	<u>raa</u> <u>ḥ</u>
gih	saafir
<u>wi</u> <u>si</u> <u>l</u>	ʔabilha

27.8 T: rigif.

S₁: lissa margiftuuš? yareet tirgaſu dilwa'ti 'ahoo.

S₂: yareet rigiftu min šuwayya.

Continue with the verbs in drill 27.7.

27.9 T: rigif. humma.

S₁: yareet yirgaſu 'awaam.

S₂: yareet rigſu min šuwayya.

T: inti.

S₁: yareet tirgaſi 'awaam.

S₂: yareet rigifti min šuwayya.

Continue with other persons.

Repeat with the following:

itxarrag

gih yišufha

ištazar

ibtada yištaya

it'abal

naam

C. Comparison of adjectives with no comparative form.

ilwalad da tawiil.

This boy is tall.

ilwalad da 'atwal min dukha.

This boy is taller than that one.

'aħmad 'atwal tilmiiz fi-lfaſl.

Ahmad is the tallest student in the class.

ilwalad da mu'addab.

This boy is polite.

ilwalad da mu'addab 'aktar min dukha.

This boy is more polite than that one.

il'awlaad dool mu'addabiin

These boys are more polite than those.

'aktar min dukham.

'aħmad 'aktar tilmiiz mu'addab

Ahmad is the most polite student

fi-lfaſl.

in the class.

N27.3 Adjectives with no comparative form (N13.1) are used in construction with /'aktar/, the comparative of /kitiir/. These adjectives can be used in only one superlative construction: /'aktar/ + noun + adjective (cf. N14.1).

DRILLS

27.10 T: ilgawwⁱ-myayyim.

S: ilgaww-innaharda-myayyim. laakin-imbaariñ kaan miyayyim ?aktar.

Continue with the following:

ilmatar ?aliil.	ittilmiiz maşyuul.
irriñla mumtifa.	il?atr ⁱ sariif.
ilgaww ⁱ gamiil.	il?utubiis muzdañim.
ilmatar šidiid.	innahr ⁱ ſaali.
iddars ⁱ mufiid.	illoon yaami?
issoot badiif.	issaaſa-m?addima.

27.11 ſali nabiih sañiiñ, laakin mustafa ?anbah minnu.

Substitute:

latiif	mitſallim	sariif
maşyuul	ñakiim	kibiir
kuwayyis	tawiil	?usayyar
faadi	muſtadil	ña??aani
yaltaan	?usayyar	gaamid

27.12 ſali ?anbah tilmiiz fi-lfaſl.

Substitute, using the adjectives in drill 27.11.

27.13 il?awlaad dool núbaha, innama ſali ?anbah waañid fiihum.

Substitute, using the adjectives in drill 27.11.

27.14 T: ilgawwⁱ gamiil.

S: da ?agmal gawwⁱ fi-ddunya.

Continue with the following:

il?ard ⁱ xisba.	irraagil maşyuul.
ittanziim ñadiis.	il?akl ⁱ laziiz.
ilñikaaya yariiba.	ittilmiiz mu?addab.
işşariif muzdañim.	innahr ⁱ ſaali
il?atr ⁱ sariif.	illoon badiif.
ilgaamiif ?adiim.	ilmaktaba daxma.
ilmaşruuf muhimm.	innahr ⁱ ſariid.

D. Verbal nouns from /katab/ and /rama/-type verbs.

daxal-ilmabna.	He entered the building.
duxuul-ilmabna mamnuuŋ.	Entering the building is forbidden.
<u>darab</u> -ilwalad.	He struck the boy.
<u>darab</u> -ilwalad <u>darb</u> ⁱ -šdiid.	He struck the boy hard.
giri ʔa-lbeet ʔawaam.	He ran home fast.
giri ʔa-lbeet gary.	He ran home fast.

N27.4 The verbal nouns (N26.4) from /katab/-type verbs show a large variety of forms and are not regularly derivable. Some are CVCVVC, with different vowel patterns: /daxal/, /duxuul/; /ʔaʔad/, /ʔuʔaad/. Others are CVCC, with again different vowel patterns: /darab/, /darb/; /libis/, /libs/; /širib/, /šurb/. (Still other forms of these verbal nouns will be given in the following lesson.)

The verbal nouns of most /rama/-type verbs have the form CaCy: /rama/, /ramy/; /kawa/, /kawy/.

DRILLS

LIST 27.1 Verbal nouns

duxuul	ʔaʔ	šurb
rukuub	ʔakl	šukr
nuzuul	daf	libs
xuruug	ʔafl	ħifz
wuguud	man	gary
wuʔuuf	<u>našr</u>	mašy
ʔuʔaad	dars	kawy
nagaaħ	fath	ramy

27.15 mamnuuŋ-idduxuul hina. Substitute:

ʔaʔad	wiʔif	nizil
širib	kal	dafa
ʔala	libis	kawa
giri	miši	<u>xarag</u>

27.16 T: daxal-ilgamfa.

S: duxuul-ilgamfa safb.

Continue with the following:

?afal-ilbaab.

ħafaz-ilgur?aan

manaŋ-iššurb.

kal-illaħma.

nizl-ilbalad.

fataħ-ilbaab.

našar-iddiin.

rikb-il?utubiis.

rabba-l?awlaad.

kawa-lħariir.

šakar-innaas.

wagad-innaas dool hina.

27.17 T: darab-ilħumaar. gaamid.

S: dārabu darbⁱ gaamid.

Continue with the following:

daras-ilwaagib. gaamid.

libis. daafi.

giri. sariif.

istaŋadd. kaamil.

manaŋ-iššurb. kaamil.

miši. tawiil.

nagaħ. kibiir.

ŋaml-innaas. kuwayyis.

kal. kitiir.

ŋard-ilmašruuf. šidiid.

SUPPLEMENTARY DRILLS

27.18 ?amiira-btadit tištayaal-issaafa tamanya-ssubħ.

dilwa?ti-ssaaŋa talaata baŋdⁱ-dduhr.

T: At five o'clock.

S₁ to S₂: issaafa xamsa ħatkuun ba?alha tištayaal kaam,

S₂: ħatkuun ba?alha tištayaal tisaŋ safaat.

Continue with the following:

at one o'clock

in half an hour

an hour ago

in three hours

at eleven o'clock

two hours ago

at six o'clock

three hours ago

27.19 lamma šuftuhum kaanu ʔammaliin yizakru.

Substitute:

had just arrived

were reading

had written the letter

were about to have supper

were planning to travel to Egypt

greeted me

were bathing

had just bathed

had been bathing for an hour

were about to bathe

had already started

were waiting for her

had been waiting an hour

had homework to complete

were getting ready to travel

welcomed me warmly

27.20 ʔala m-awsal, ʔaykuun xarag.

Substitute:

he will have just arrived

he will be reading

she will have written the letter

she will be about to have supper

he will have just gone to sleep

they will be bathing

they will have bathed

he will have bathed for an hour

she will have started

she will be waiting

he will have waited two hours

he will have waked up

they will have graduated

she will have just arrived

Conversation

ISLAM I

1. muḥzam sukkaan-iššar?-il?awsat muslimiin. A majority of the inhabitants of the Middle East are Muslims.
2. iddiin-il?islaami-ntašar bi surfa baḥd-ilfutuuḥ-ilḥarabiyya fi -lqarn-issaabiḥ. The Islamic religion spread rapidly following the Arab conquests in the 7th century.
3. wi-lmuslimiin ḥaliyyan ?aktar min rubu miit milyoon. The Muslims today are more than 400 millions.
4. wi-byiskinu-blaad kitiir bitimtaddⁱ min-issiiṇ li-lmayrib. They live in many countries, stretching from China to Morocco.
5. muḥzam-issukkaan fi-lḥaalam -ilḥarabi muslimiin, A majority of the inhabitants of the Arab world are Muslims;
6. laakin fii ḥarab kitiir masiḥiyyiin wi yahuud. however, there are many Arabs who are Christians or Jews.
7. il?islaam mabni ḥa-lqur?aan. Islam is based on the Quran.
8. ilqur?aan ḥand-ilmuslimiin zayy -ilkitaab-ilmu?addas ḥand -ilmasiḥiyyiin. To the Muslims the Quran is like the Bible to the Christians.
9. fa-lmuslimiin biy?amnu-nn -ilqur?aan kalaam-allaah, wi-byiḥtirmuu, The Muslims believe that the Quran is the word of God, and they revere it,
10. wi-byittibḥu ?aḥkaamu wi biyḥibbu yi?ruu-w yismaḥuu. follow its regulations, and love to read and hear it.
11. ilqur?aan biyḥallim-innaas ḥamal -ilxeer wi-lmuḥamla-lkuwayyisa binhum wi been baḥd. The Quran teaches people to do good and to treat each other kindly.
12. li-l?islaam xamas ?arkaan muhimmiin. Islam has five basic tenets (pillars).
13. irrukn-il?awwil huwwa-l?imaan. The first is the faith.

- | | |
|---|---|
| 14. fa-lmuslimiin biy'amnu bi-ilaah wi kútubu-w rúsulu, | Muslims believe in God, his books, his messengers, |
| 15. wi-lyoom-il'aaxir wi-lhayaa baʔd -ilmoot fi-lganna ʔaw fi-nnaar. | the last day and life after death in paradise or in hell (fire). |
| 16. ʔala kull ⁱ muslim yiʔuul -iṣṣahatteen. | It is required of every Muslim to recite the creed (two testimonies): |
| 17. ʔaṣṣhadu ʔanna laa ʔilaaha ʔilla -llaah wa ʔanna muḥammadan rasuulu-llaah. | I testify that there is no god except God, and that Muhammad is the messenger of God. |
| 18. irrukn-ittani-ssala. | The second is prayer. |
| 19. ʔala-lmuslimiin yisallu-f ʔawʔaat muḥaddada. | It is required of Muslims to pray at fixed times. |
| 20. fa-lmiʔaddin biynaadi-nnaas li -ssala xamas marraat fi-lyoom. | The muezzin calls people to prayer five times a day, |
| 21. fi-lfagr ⁱ wi-dduhr ⁱ wi-lʔasr ⁱ wi -lmayrib wi-lʔiṣa. | at dawn, noon, mid afternoon, sunset, and late evening. |
| 22. yoom-ilgumʔa-dduhr-ilmuslimiin biyruuḥu-ysallu fi-lgaamiʔ. | Friday at noon Muslims go to pray in a mosque. |
| 23. wi biysammu-ssala-lʔumumiyya di sala-at-ilgumʔa. | This public prayer is called "Friday prayers". |

Grammar

A. The subordinators /iza/, /law/, and /in/.

iza kuntⁱ-truuḥ bukra,
ḥaddiik-ilfiluus.

If you go tomorrow, I will give you the money.

iza ruḥtⁱ bukra, ḥaddiik
-ilfiluus.

If you went tomorrow, I would give you the money.

iza kuntⁱ ruḥt-imbaariḥ,
kunt-iddeetak-ilfiluus.

If you had gone yesterday, I would have given you the money.

iza kuntⁱ ruḥt-imbaariḥ, kuntⁱ
ḥaddiik-ilfiluus.

If you had gone yesterday, I was going to give you the money.

iza kaan ʔandi ʔarabiyya,
kuntⁱ safirtⁱ masr.

If I had owned a car, I would have
traveled to Cairo.

iza kaanit-ilmudarrisa hina,
kuntⁱ kallimtaha.

If the teacher had been here, I
would have spoken to her.

N28.1 The most commonly used constructions expressing conditions are:

(1) /iza/ + /kaan/ (perfect) + verb (imperfect without tense prefixes), followed by a verb in the imperfect with /ħa-/; (2) /iza/ + verb (perfect), followed by a verb in the imperfect with /ħa-/; or (3) /iza/ + /kaan/ (perfect) + verb (perfect), followed by /kaan/ (perfect) + verb (perfect or imperfect with /ħa-/). The construction /iza/ + /kaan/ is also used with topical or equational sentences.

In any of these constructions, /law/ or /in/ may substitute for /iza/. The latter, however, is more commonly used than either of the other conditional subordinators.

DRILLS

28.1 T: iza geet bukra. ħagiibu maʔaaya. humma.

S: iza gum bukra, ħaygibuu maʔaahum.

T: iħna.

S: iza geena bukra. ħangiibu maʔaana.

Continue with other persons.

Repeat with the following:

law kuntⁱ ruħt-imbaariħ, kuntⁱ xattu maʔaaya.

law kaan ʔandi ʔarabiyya, kuntⁱ safirtⁱ ʔasyuut.

iza kuntⁱ ʔaruuh bukra, ħaxdu maʔaaya.

iza kuntⁱ ʔaʔuum badri, ħawsal fi-lmaʔaad.

law kuntⁱ hina, kuntⁱ kallimtaha.

28.2 T: geeti. iddeetik-ilfiluus.

S₁: iza geeti bukra, ħaddiiki-lfiluus.

S₂: iza kunti geeti-mbaariħ, kunt-iddeetik-ilfiluus.

Continue with the following:

gih. ruḥna-nsallim ʔalee.

ṣuftu. sallimtⁱ ʔalee.

ʔumna badri. wiṣilna badri.

fidlit hina. ṣuftaha.

istálamu-lgawaab. safru.

ʔáṣadu hina. itxanʔu mafa baḥd.

istaṣantⁱ bii. saḥdak.

ihtammⁱ bi-lmawduuṣ. ilmaṣruuṣ tamm.

ibtada. kammil.

istanneeti. ʔabiltii.

In drills 28.3-5, continue with the sentences in drill 28.2.

28.3 T: geeti. iddeetik-ilfiluus.

S₁: iza geeti bukra, ḥaddiiki-lfiluus.

S₂: iza kunti tiigi bukra, ḥaddiiki-lfiluus.

28.4 T: geeti. iddeetik-ilfiluus.

S₁: law kunti geeti-mbaariḥ, kunt-iddeetik-ilfiluus.

S₂: law kunti geeti-mbaariḥ, kuntⁱ ḥaddiiki-lfiluus.

28.5 T: geeti. iddeetik-ilfiluus.

S₁: law kunti geeti, kunt-iddeetik-ilfiluus.

S₂: law kunti tiigi, ḥaddiiki-lfiluus.

B. Modals with equational and /fii/-sentences.

kitaabak yaali.

laazim kitaabak yaali.

kitaabak laazim yaali.

ilʔalam fi-ddurg.

yimkin-ilʔalam fi-ddurg.

ilʔalam yimkin fi-ddurg.

fii ʔagaaza bukra.

laazim fii ʔagaaza bukra.

yimkin fii ʔagaaza bukra.

huwwa mudarris.

huwwa mudarris baʔaalu mudda.

huwwa mudarris luh mudda.

zeenab fi-lbeet baʔalha saaṣa.

ilmudarris hina.

yareet-ilmudarris hina.

yareet fii ʔagaaza bukra.

Your book is expensive.

Your book must be expensive.

Your book must be expensive.

The pencil is in the drawer.

The pencil may be in the drawer.

The pencil may be in the drawer.

There is a holiday tomorrow.

There must be a holiday tomorrow.

There may be a holiday tomorrow.

He is a teacher.

He has been a teacher for a long time.

He has been a teacher for a long time.

Zainab has been in the house for an hour.

The teacher is here

I wish the teacher were here.

I wish there were a holiday tomorrow.

N28.2 The modals /laazim/ and /yimkin/ (N21.2), /ba'a/ + /li/ (N26.1), and /yareet/ (N27.2) may also be used with equational and /fii/-sentences.

In equational sentences, /laazim/ and /yimkin/ may precede or follow the subject; /yareet/ only precedes the subject, and /ba'a/ + /li/ follows the predicate. Note that /ba'a/ may be omitted and only /li/ + pronoun be used.

In /fii/-sentences, /laazim/, /yimkin/, and /yareet/ as sentence modifiers occur only at the beginning; /ba'a/ + /li/ is not commonly used as a modifier of a /fii/-sentence.

DRILLS

28.6 huwwa yaayib luh mudda. Substitute:

intu	<u>saa</u> <u>hi</u>	ana	huwwa	inti
hiyya	iĥna	saŋteen	maĥbuus	waakil
naayim	mistanni	mudda	humma	ŋaarif
saaŋa	waa'if	ŋayyaan	mawguuŋ	inta

28.7 T: ilmudarris hina.

S₁: yareet-ilmudarris hina.

S₂: yareet-ilmudarris yikuun hina bukra.

S₃: yareet-ilmudarris kaan hina-mbaariĥ.

Continue with the following:

irriĥla mumtiŋa.

il'atrⁱ miŋ muzdaĥim.

innatiiga-kwayyisa.

issaafa dahab.

illoon yaami'.

innaas mabsuutiin.

il'aklⁱ laziiz.

ilmuwaslaat 'aĥsan.

il'utubiis sariif.

ilmaŋruuŋ luh ŋawaayid.

28.8 T: ilmudarris hina.

S₁: yareet fii mudarris hina.

S₂: yareet yikuun fii mudarris hina bukra.

S₃: yareet kaan fii mudarris hina-mbaariĥ.

Continue with the sentences in drill 28.7.

28.9 T: ilmudarris hina.

S₁: laazim yikuun fii mudarris hina.

S₂: inta-stafhimt? laazim fii mudarris hina.

S₃: laazim kaan fii mudarris hina.

Continue with the sentences in drill 28.7.

28.10 T: ilfustaan da gamiil. yaali giddan.

S: ilfustaan da gamiil. laazim yaali giddan.

Continue with the following:

ba'aalu-yzaakir saſteen. ʔandu ʔimtiſhaan.

biyiſabu baʔalhum saſteen. taſbaan.

iddinya ħarrⁱ ʔawi. daragit-ilħaraara ʔalya.

baʔalha-btibki saaſa. guſaan.

biyidfaſ filuus kitiir. markazu ʔaali.

biysafu barra kullⁱ sana. ʔanduhum filuus kitiir.

ilbeet faadi. ʔamiira fi-lgamſa.

zeenab magatſ-ilmadrassa. ʔabuuha ʔayyaan.

ʔee-lʔiħtifalaat di. fii ʔiid.

ilgaamiſ da mi-lqarn-issaabiſ. da ʔaʔdam gaamiſ fi-lſaalam.

C. Question tags.

ʔaxuuk biyiſraf ʔarabi.

miſ kida?

Your brother knows Arabic, doesn't he?

ʔaxuuk mabyiſrafⁱ ʔarabi.

miſ kida?

Your brother doesn't know Arabic, does he?

ʔali gih hina, walla laʔ.

Has Ali come here, or not?

gih, walla liſsa.

Has he come, or not yet?

huwwa miſ min masr. walla ʔee,

He is not from Egypt, is he?

N28.3 In Arabic, as in English, question tags are frequently used to form questions. The tag commonly assumes and seeks affirmation of the preceding statement. Note that the same tag may follow affirmative or negative statements and the different intonation patterns with different tags.

DRILLS

28.11 T: huwwa min masr?

S₁: huwwa min masr. miš kida?

S₂: huwwa miš min masr. walla 'ee,

Continue with the following:

biyiraf árabi.

ilgaamiŋ da 'adiim.

da 'akbar xazzaan.

fii 'agaaza-naharda.

ilmašruuf da muhimm.

luh fawaayid kitiir.

issukkaan 'aktar min milyoon.

fii matar fi-ssaŋiid.

28.12 T: gih.

S₁: gih, walla lissa.

S₂: la?. lissa magaaš.

Continue with the following:

iŋtazarlu.

ista'allu.

itfaššeti.

ñabasuu.

ibnak-itxarrag.

ittafa'tu.

ibtadit.

itħassintu.

ilmašruuf tamm.

28.13 T: gih.

S₁: magaaš. walla 'ee,

S₂: aywa, magaaš.

S₃: la?, gih.

Continue with the sentences in drill 28.12.

28.14 T: huwwa min masr?

S₁: huwwa min masr, walla la?.

S₂: aywa, huwwa min masr.

S₃: la?, huwwa miš min masr.

Continue with the sentences in drill 28.11.

D. Verbal nouns from /katab/, /šaaf/, and /rama/-type verbs.

katab-ilħuruuf.

kitabt-ilħuruuf sahla.

ša'al šanta.

šeel-iššanta saŋb.

He wrote the letters (of the alphabet).

Writing the letters is easy.

He carried a suitcase.

Carrying the suitcase is difficult.

N28.4 Verbal nouns from other /katab/-type verbs (N27.4) have the form CVCVC, mostly CaCaC: /tiʕib/, /taʕab/; /talab/ is verb and noun. Note that the verbs and verbal nouns of /katab/-type verbs with perfect stems CaCaC are identical in form. A few verbs of this type have verbal nouns CiCaaCa: /katab/, /kitaaba/.

The verbal nouns of a few /šaaf/ and /rama/-type verbs also have the form CiCaaCa: /zaar/, /ziyaara/; /saaʔ/, /siwaaʔa/; /ʔara/, /ʔiraaya/.

Most /šaaf/-type verbs have verbal nouns with the same structure as the verb, but different vowel patterns: /ʔaal/, /ʔool/; /šaal/, /šeel/; /naam/, /noom/.

Although there are other forms of verbal nouns from /katab/, /šaaf/, and /rama/-type verbs, they are not commonly used.

DRILLS

LIST 28.1 Verbal nouns

<u>sahar</u>	ziya <u>ara</u>	beeʕ	ʔiraaya
ʕamal	siwaaʔa	ʕiiša	
wagaʕ	ziyaada	<u>rawaa</u> ḥ	
kitaaba	noom	ʔiyaab	
	ʔool	ʔiyaas	
	xoof		

28.15 mamnuuʕ-ilkitaaba hina. Substitute:

<u>sihr</u>	kal	ʔaʕad	igtamaʕ
<u>zaar</u>	ʕamal	ʕadda	baaʕ
katab	saaʔ	zaakir	wiʔif
naam	ʔ <u>ara</u>	istaʕgil	miši

28.16 T: katab-ilḥuruuf.

S: kitabt-ilḥuruuf saʕba.

Continue with the following:

<u>sihr</u> -illeel.	naam hina.	ʔaal-ilḥaʔʔ.
ʕamal-ilxeer.	ʕaaš hina.	baaʕ-ilʕarabiyyaat.
<u>zaar</u> -ilʕayyaniin.	wagaʕ-irraas.	<u>raa</u> ḥ-ilmadrasa.
ʔ <u>ara</u> -lqurʔaan.	saaʔ-ittayyaraat.	zaad-iddaxl-ilqawmi.

28.17 T: tiḥib. kibiir.

S: tiḥib taḥab kibiir.

Continue with the following:

sihir.	tawiil.	zarhum.	tawiil.	xaaf.	kibiir.
ṭalab.	mustaḥiil.	zaad.	kibiir.	yaab.	tawiil.
katab.	gamiil.	naam.	tawiil.	wagaḥuu.	ṣidiid.

28.18 mumkin-innoom hina-llilaadi? Substitute:

ʔara-lxatt ⁱ da dilwaʔti.	katab-ilxatt ⁱ da ʔawaam.
zaar-ilmaḥrad ḥaliyyan.	daxal-ilgamʔa bi-shuula.
baaḥ-ilḥarabiyya ḥaalan.	ḥafaz-ilgurʔaan fi yoom.
ʔaal-ilḥaʔʔ ⁱ ʔadatan.	kal-illaḥma yoom-ilgumʔa.
zaad-iddaxl ⁱ -b surʔa.	ʔaas-irtifaaḥ-inniil kull ⁱ yoom.

SUPPLEMENTARY DRILLS

28.19 tiftikir ʔallu ʔee,

Substitute for /ʔallu ʔee/:

When did she come?

How long have I-been waiting?

Why was he surprised?

Why did he excuse himself and leave?

How many chapters are there in the Quran?

Into how many languages has the Quran been translated?

When was the first translation made?

Are all the Arabs Muslims?

How many Muslims are there in the world?

Is it not better that we should go?

Why did she become angry?

28.20 innoom hina mustaḥiil. Substitute:

living	staying	driving	running
working	apologizing	reading	walking
employment	meeting	drinking	entering
studying	paying	sitting	eating
hurrying	writing	standing	sleeping

Conversation

1. irrukⁿ-ittaalit-izzika.
2. ʔala kullⁱ muslim yiddi min
ʔamwaalu li-lfúʔara wi
-lmiḥtagiin.
3. izzika-btitwazzaʔ fi ʔaaxir
ramadaan.
4. irrukⁿ-irraabiʔ-issoom.
5. ʔala kullⁱ muslim yisuum šahrⁱ
fi-ssana-smu ramadaan.
6. innaas-issaymiin mabyakluuš wala
yišrabuuš mi-lfagrⁱ li-lmayrib.
7. biyiftaru baʔd-ilmayrib, wi
-byišḥu ʔabl-ilfagrⁱ ʔašaan
yaklu-ssuḥuur.
8. fii raagil biyfuut ʔa-nnaas
yisaḥḥiihum li-ssuḥuur.
9. irrukⁿ-ilxaamis-ilḥigg.
10. ilmuslim-illi yiʔdar ʔalee-yruuḥ
-ilḥigaaz yiḥiggⁱ-f šahr-ismu
zi-lḥigga.
11. fi ʔayyaam-ilḥigg-ilmuslimiin min
bilaad kitiir biyigtimʔu-w
biyibḥasu-f masaliḥhum
-ilmuštáraka.
12. wi biyzuuru-lʔamaakin-ilmuʔaddasa.
13. li-lmuslimiin talat ʔaʔyaad
diniyyiin.

ISLAM II

The third pillar is tithing.

It is required of every Muslim to
give of his possessions to the
poor and the needy.

The tithe is distributed at the end
of Ramadan.

The fourth is fasting.

It is required of every Muslim to
fast during the month of Ramadan.

Those who fast neither eat nor drink
from dawn to sunset.

They break the fast after sunset and
get up before dawn to eat the
last meal before the fast.

A man calls on the people to wake
them up for this meal.

The fifth is the pilgrimage.

It is required of the Muslim who can
to go to the Hijaz on a pilgrimage
during the month called Higga.

During the days of the pilgrimage,
Muslims from many countries
gather to discuss their common
interests

and to visit the holy places.

The Muslims have three religious
holidays.

- | | |
|--|---|
| <p>14. ilʕiid-ilʔawwil baʕdⁱ <u>ramadaan</u>
ʕala <u>tuul</u>. wi biysammuu-lʕiid
-issuyayyar.</p> | <p>The first is right after Ramadan and
is called "The Little Holiday".</p> |
| <p>15. ilʕiid-ittaanī-f ʔaaxir zi-lʕigga.
wi biysammuu-lʕiid-ilkibiir.</p> | <p>The second is at the end of the month
Higga and is called "The Big Holiday".</p> |
| <p>16. wi-lʕiid-ittaalit muulid-innabi
muḥammad.</p> | <p>The third is the birthday of the
Prophet Muhammad.</p> |
| <p>17. ilmuslimiin biyitbaʕu-ssana
-lhigriyya-f ʔaʕyadhūm.</p> | <p>Muslims follow the Muslim (A.H., Hīgra)
calendar for their holidays.</p> |
| <p>18. issana-lhigriyya-tṇaaṣar ṣahrⁱ
zayy-issana-lmiladiyya.</p> | <p>The Muslim year, like the Christian
(A.D., Nativity), has twelve months,
but is eleven days shorter.</p> |
| <p>19. laakin ʔaʕsar minha bi-ḥḍaaṣar
yoom.</p> | |
| <p>20. issana-lhigriyya-btadit fi sanit
suttu miyya-tneen wi ʕiṣriin,</p> | <p>The Muslim calendar begins in 622
A.D.,</p> |
| <p>21. lamma haagir muḥammad min makka
li-lmadiina.</p> | <p>when Muhammad migrated from Mecca
to Madina.</p> |
| <p>22. iḥna dilwaʔti-ṣ sanit ʔalf, tusʕu
miyya xamsa-w sittiin milaadi.
wi ʔalf, taltu miyya ʔarbaʕa-w
tamaniin higri.</p> | <p>It is now 1965 A.D., and 1384 A.H.</p> |

Grammar

A. More subordinators.

- | | |
|--|---|
| <p>kul madaamak guṣaan.
miṣ ḥaruuḥ madaam-iddinya
biṭṭattar
gum maʕ-innuhum ʕayyaniin.
magaas maʕ-inni ʔultilu
-lḥikaaya.
magaas li ʔinnⁱ fii ʔagaaza
-nnaharda.</p> | <p>Eat, since you are hungry.
I am not going to go because it is
raining.
They came although they were sick.
He did not come although I told him
the story.
He did not come because there is a
holiday today.</p> |
|--|---|

N29.1 The subordinators /madaam/ /maʃ-inn/, as well as /li ʔinn/ 'because' and /ka ʔinn/ 'as if' are also used to link two sentences. The second may be equational, verbal, or a /fii/-sentence (cf. N24.1).

These subordinators must be followed by a noun or a bound (but not a free) pronoun if the second sentence is equational or verbal.

DRILLS

- 29.1 T: kul. inta guʃaan.
 S₁: kul, iza kuntⁱ guʃaan.
 S₂: kul madaamak guʃaan.

Continue with the following:

uʔʊdi. inti taʃbaana.
 udxulu. intu bardaniin.
 laazim tistaʃgil. hiyya mitʔaxxara.
 laazim yiʔtizru. humma yaltaniin.
 ʃanitfassaʃ. iʃna fadyiin.
 ʃanimʃi. humma maʃyuliin.
 iʃna mabsutiin. intu maʃaana.
 iʃrab. inta ʃatʃaan.
 matxafʃ. ana hina.
 ʃayintixbuu. huwwa ʔaʃsan waaʃid fiihum.

- 29.2 T: zaakir kuwayyis. nagaʃ.
 S₁: nagaʃ madaamu zaakir kuwayyis.
 S₂: nagaʃ li ʔinnu zaakir kuwayyis.

Continue with the sentences in drill 24.1.

- 29.3 T: magaaʃ. ʔultilu yiigi.
 S₁: magaaʃ maʃ-inni ʔultilu yiigi.
 S₂: maʃ-inni ʔultilu yiigi, magaaʃ.

Continue with the following:

istaʃamma fi-lbaʃr. iddinya bard.
 istanninaaʃum. itʔaxxaru.
 iʃtaalu ʃa-rraagil. irraagil nabiih.
 iʃtaartilu. huwwa yaltaan.

itbasatna. irrihla tawiila.
 itxaddit. kaan fii naas kitiir hinaak.
 famaluu mudiir. fali ?ahsan minnu.
 itxarragti ?ablaha. daxalit-ilgamfa ?ablik.
 sara?u kullⁱ haaga. ilbuliis kaan waa?if.
 istayalit waxri. kaanit tafbaana.

- 29.4 T: famalna. masufnaas hadd.
 S: famalna ka ?innina masufnaas hadd.

Continue with the following:

haysallim faleeha. biyifrafha min zamaan.
 mišyit fala mahlaha. miš mit?axxara.
 rigi?. fumru ma saab.
 familtu. huwva-bnukum.
 it?abalu. mafamaluus haaga.
 famalti. mafiiš haaga xaa^lis.
 diri-b kullⁱ haaga. kaan hinaak.
 istayrabu. fumruhum ma simfu-lhikaaya ?ablⁱ kida.

B. Derived adjectives.

irraagil da min masr.	This man is from Egypt.
huwva masri.	He is an Egyptian.
fammu biyzuuru kull ⁱ šahr.	His uncle visits him every month.
ziyaarit fammu šahriyya.	His uncle's visit is monthly.
da markaz li-ttigaara.	This is a center for commerce.
da markaz tigaari.	This is a commercial center.
fali min tanta.	Ali is from Tanta.
huwva tantaawi.	He is a Tantan (from Tanta).
išša??a-lli foo? kibiira.	The apartment above is big.
išša??a-lfu?aniyya-kibiira.	The above apartment is big.

- N29.2 Adjectives may be derived from nouns and from Group II prepositions (List 9.1). Nouns ending in a consonant add /-i/; f. nouns ending in /a/, drop the /a/ and add /-i/. Nouns ending in a vowel (especially place names) lengthen it and add /-wi/. Note that the final vowel of /sana/ and /šita/ is not lengthened: /šánawi/ 'annual' and /šitwi/ 'wintry'.

Some adjectives of origin (derived from place names) have /-ni/ rather than /-wi/: /ʔamriika/, /ʔamrikaani/, and may exhibit other irregularities: /iskindiriyya/ 'Alexandria', /iskandaraani/ 'Alexandrian'.

Group II prepositions lengthen the final vowel and add /-ni/; prepositions ending in a consonant add /-aani/. Note that /wara/ lengthens the /r/: /warraani/.

The f. and p. forms of most of these adjectives are regular. The f. adds /-yya/ and the p. /-yyiin/.

Adjective of origin warrant special attention. (1) The p. forms of many are irregular: /ʔamrikaan/, /ʔarab/. (2) They are inflected for gender only with nouns of personal reference; with other nouns they show no gender agreement: /raagil masri/ and /sittⁱ masriyya/, but /beet masri/ 'an Egyptian house' and /siggaada masri/ 'an Egyptian rug'.

DRILLS

- 29.5 T: irraagil da min masr.
S: irraagil da masri.
T: min-iskindiriyya.
S: irraagil da-skandaraani.

Continue with the following:

min ʔamriika
min tanta
min ʔasyuut
min-issaʔiid
min luʔsur
min-ilminya
min tuunis
min-iššarʔ

min faransa
min libnaan
min ʔasbanya
min-iššaaam
min ʔina
min bayruut
min-ilʔurdun
min-ilyarb

- 29.6 T: issittⁱ di min masr.
S: issittⁱ di masriyya.

Continue with the phrases in drill 29.5.

- 29.7 T: iddurg-illi fooʔ faadi.
S₁: iddurg-ilfuʔaani faadi.
S₂: iddiraag-ilfuʔaniyyiin fadyiin.

Continue with the following:

ilbaab-illi wara maftuuḥ.

il?amiis-illi taḥtⁱ ?utn.

il?ooda-lli guwwa wasfa.

ilbaab-illi ?uddaam ma?fuul.

il?ooda-lli barra dayya?a.

išša??a-lli fpo? kibiira.

29.8 T: da markaz. li-ssiyaasa.

S₁: da markas siyaasi.

S₂: luh ?ahammiyya siyasiyya.

Continue with the following:

li-ttigaara

li-rriyaada

li-ssagaafa

li-lfama1

li-rri?aasa

li-lfann

li-ttariix

li-ttadriib

li-ddiin

li-lwizaara

li-zziraa?a

li-ttafliim

li-l?asaar

li-lbaḥr

li-ssaḥaafa

li-nnahr

li-l?islaam

li-lgaww

li-lgamfa

li-lkahraba

li-lfalsafa

li-lḥukuuma

li-lfaskar

li-lmadrassa

li-lfilm

li-lfaalam

li-l?adab

li-ddiraasa

29.9 T: fammu biyzuuru kullⁱ šahr. ziyaara.

S: izziyaara šahriyya.

Continue with the following:

ištareet ?amiis li-sseef. il?amiis.

da bantaloona li-ššita. ilbantaloona.

fandu ?agaaza kullⁱ sana. il?agaaza.

biyaaxud ?ugra kullⁱ yoom. il?ugra.

daxal qism-ilfuluum. ilgism.

illaḥnⁱ-byiḡib-il?arab. illaḥn.

ilgawwⁱ yislaḥ li-ddiraasa. ilgaww.

il?ustaaz biyḥibb-ilḥa??. il?ustaaz.

yanna-b soot-ilmalayka. issoot.

C. Collectives.

iddiini wara? ?abyad.

Give me some white paper.

iddiini wára?a beeda.

Give me a piece of white paper.

iddiini-lwara?teen-ilbiid.

Give me the two pieces of white paper.

iddiini talat wara?a at biid.

Give me three pieces of white paper.

iddiini-šwayyit wara?.

Give me a little paper.

iddiini wara? kitiir.

Give me a lot of paper.

ištareet sukkar.

I bought some sugar.

iddiini ħittit sukkar.

Give me a lump of sugar.

iddiini ħittit-isssukkar di.

Give me this lump of sugar.

N29.3 In addition to s., d., and p., some nouns have a collective form. The collective is inflected for definiteness only and, like p. forms, may be used with the quantifiers /šwayya/ and /kitiir/. In other constructions the collectives pattern like s. nouns. A few collectives end in /-a/ and are f.; most are m.

S. forms (conventionally called nouns of unity) may be derived from collectives with the suffix /-a/; s. forms so derived are all f. and are fully inflected. From a few collectives, like /sukkar/, s. forms are not derived. These collectives are used in construction with nouns such as /ħitta/, /ħitat/ 'piece(s)' or /luʔma/, /luʔam/ 'mouthful(s) or bite(s)'.

Note that most s. nouns are not derived from collectives. Thus /kitaab/, /walad/, /bint/, and /šanta/ are s. and have no corresponding collectives.

DRILLS

LIST 29.1 Collectives

wara?	wára?a	waraʔaat	paper
<u>beed</u>	<u>beeda</u>	<u>bidaat</u>	egg
samak	sámaka	samakaat	fish
burtuʔaan	burtuʔaana	burtuʔanaat	orange
mooz	mooza	muzaat	banana
<u>?uuta</u>	<u>?utaaya</u> /	<u>?utaat</u> , <u>?utayaat</u>	tomato
<u>šagar</u>	<u>šágara</u>	<u>šagaraat</u>	tree
tiffaaħ	tiffaaħa	tiffaħaat	apple
<u>sukkar</u>	ħittit <u>sukkar</u>	ħitat <u>sukkar</u>	sugar
laħm	ħittit laħma	ħitat laħma	meat
ʔeeš	luʔmit ʔeeš	luʔam ʔeeš	bread
ʔinab	ħabbīt ʔinab	ħabbayaat ʔinab	grape

29.10 T: ištareet wara'.

S₁: ištareet kam wára'a,

S₂: ištareet talat wara'aat.

S₃: ištareet wara' kitiir.

Continue with the following:

beed

mooz

burtu'aan

samak

tiffaah

sukkar

?uuta

ʔees

šagar

laħm

29.11 T: da wara'.

S₁: da wara' kibiir.

S₂: di wára'a-kbiira.

S₃: dool talat wara'aat kubaar.

Continue with the nouns in drill 29.10.

29.12 T: ilwara' xisir. ilmooz.

S₁: ilmooz xisir.

S₂: ilmuzteen dool xisru.

Continue with the nouns in drill 29.10.

SUPPLEMENTARY DRILLS

29.13 ilʔislaam mabni ʔa-lgur'aan. Substitute:

Islam, the Law

the economy, agriculture

religion, good works

life, religion

grades, final exams

the economy, commerce

religion, faith

life, good relations among men

Christianity, the Bible

physics, mathematics

29.14 biyʔallim-ittálabá ʔamal-ilxeer. Substitute:

Kufi script

mathematics

military training

philosophy

religion

to help the needy

religious subjects

Islamic Law

political science

engineering

to read the Quran

the use of the project

to drive cars

to write letters

prayer

Arabic literature

independence

the use of reference
books

29.15 raasi-btiwgafni. Substitute:

my foot

her head

your (f) foot

his head

his hand

my hand

your (m) hand

my mouth

her mouth

her foot

29.16 ana mabsuut-inni nagaht. Substitute:

waited

she

we

we

agreed with him

didn't lend him money

consulted him

I

graduated

they

learned it by heart

were accepted

welcomed him

stopped

found him

29.17 intaṣar fi-lgarn-ittamin milaadi. Substitute:

10th century A.H.

in the middle ages

12th century A.D.

1st century B.C.

20th century A.D.

in 632 A.D.

in 1859 A.D.

before the Arab conquest

in 1232 A.H.

after the conquest of Egypt

10 years ago

5th century B.C.

29.18 huwwa ʔakbar minni-b sana. Substitute:

2 years

11 months

8 years

29 days

12 years

2 weeks

3 months

6 months

5 days

7 weeks

29.19 biyitxassasu bi-lluya-lʔarabiyya. Substitute:

the English language

the sciences

physics

engineering

medicine

the German language

the French language

history

the arts

geography

religious subjects

scientific subjects

Conversation

YOU CAN'T PLEASE EVERYONE

1. kaan fii raagil xarag marra wayya -bnu. wi kaan wayyaahum humaar. There was once a man who left home with his son, and they had a donkey with them.
2. ?aam-irraagil ?aal li-bnu. irkab-ilhumaar ya-bni. So the man said to his son, "You ride on the donkey, my son."
3. ?aam-ilwalad ?aal l-abuu. la?. miš ma?uul ?arkab, li ?inni gada? w-inta ?abuuya. The boy said to his father, "It is impossible that I ride, because I am a young man and you are my father."
4. itfaddal-irkab ?ablⁱ m-arkab ?ana. You must ride before I do."
5. ?aam-il?abbⁱ ?aal. irkab-inta ya -bni. ana ?arkab lamma nirga? ?ašaan matfabš. But the father said, "You ride, my son. I will ride when we return, so that I won't get tired."
6. fa sim? ilwalad kalaam ?abuu-w rikib. Whereupon the boy obeyed his father and mounted.
7. wi mišyu. ilwalad raakib wi -l?abbⁱ maaši ?ala riglee gambu. So they went along, the boy riding and his father walking beside him.
8. ?aamu šafuuhum naas faytiin wi ?aalu. ?ee da. miš ?eeb ya gada?? Some people passing by saw them and said, "What's this! Aren't you ashamed, young man?"
9. ?uum-inzil wi xalli ?abuuk -il?aguuz yirkab. Get down and let your old father ride."
10. ilwalad ba?a maksuuf giddan. fa nizil wi rakkib ?abuu-w miši huwwa ?ala riglee. The boy was very ashamed, dismounted and made his father ride while he walked.
11. ba?dⁱ -šwayya-zyayyara gum li -šwayyit niswaan. After a little while, they came upon a few women;

12. wi fi-l^haal-inniswaan 'aalu.
ya salaam 'a-l'abbⁱ da.
maluuš 'albⁱ wala šáfa'a.
13. ixsⁱ 'aleek ya raagil. tirkab
-il^humaar wi-txalli-bnak
-ilmaskiin yitfab? haraam
'aleek.
14. 'aam-ir^{ra}agil 'aal'li-bnu.
irkab waraaya ya-bni. xalliina
nirkab sawa 'a^hsan.
15. ya dubhum rikbu habba, illa-w
šafuuhum-itneen 'afandiyya.
16. 'aamu 'aalu. miš haraam tirkabu
-l^humaar-ilmaskiin da; intu
litneen?.
17. yalla. waa^hid minkum yinzil
haalan, walla niddi xabar
li-lbuliis.
18. 'aamu dool-itxaddu 'awi-w
nizlu min foo?-il^humaar.
19. wi fidlu mašyiin sawa 'ala
rigleehum, wi-l^humaar maaši
'uddamhum faadi.
20. liyaayit ma gum li-šwayyit
talamza-mrawwa^hiiin-ilbeet
'axr-in^{na}haar.
21. 'aamu dool di^hku-w 'aalu.
'amma šee? yariib.
22. innaas mašyiin 'ala rigleehum
tafbaniin, wi-l^humaar maaši
'uddamhum ma^hsuut.
- at once the women said, "What kind of
a father is this! He has no heart
nor pity.
- Shame on you! You ride on the donkey
and let your poor son get tired.
Have you no pity?"
- So the man said to his son, "Mount
up behind me, my son. It's best
that we ride together."
- They had just ridden a short while
when two gentlemen saw them
and said, "Is it not a disgrace for
both of you to ride on this poor
donkey?
- Come now. One of you get down at
once or else we will tell the
police."
- Whereupon they got very scared and
dismounted from the donkey.
- They kept on walking together, with
the donkey going ahead of them
unloaded,
- until they came upon a few students
going home at the end of the
day.
- They laughed and said, "What a
strange thing!
- The people are tired and walking,
and the donkey walking happily
ahead of them.

- | | |
|---|--|
| 23. irkabu ya <u>ṣūbata</u> . | Mount up you fools." |
| 24. fa-rragl-iltafat li-bnu-w
ʔaal. <u>walla</u> ya-bni ʔana
- <u>ḥtart</u> . | The man turned to his son and said,
"By golly, my son, I don't know
what to do. |
| 25. ḥaniṣmil ʔee fi-nnaas dool-illi
miṣ ṣawziin yisibuuna-f ḥalna. | What do we do with these people who
will not leave us alone. |
| 26. rakkibtak fi-lʔawwil, wi lamma
-rkibt-inta waḥdak, makanuuṣ
<u>mabsutiin</u> . | At first I let you ride; and when
you rode alone, they were not
happy. |
| 27. nazziltak wi-rkibt-ana waḥdi,
baʔu zaṣṣlaniin. | I made you dismount, and I rode by
myself. Then they became angry. |
| 28. rikibna-ḥna litneen sawa,
maṣagabhumṣ-ilḥaal. | Then both of us rode together, and
this did not please them either. |
| 29. wi lamma-nziṣna-w maṣṣeena
-lḥumaar <u>diḥku</u> ṣaleena. | And when we dismounted and let the
donkey go free, they laughed at us. |
| 30. ṣawzinna niṣmil ʔee baṣd ⁱ kida.
nixaalli-lḥumaar yirkabna? | What else do they want us to do?
Let the donkey ride on us? |
| 31. aadi ḥaal-iddunya. illi ṣaawiz
<u>yibṣit</u> -ilkull, yizaṣṣal
-ilkull. | Thus it is with the world. He who
wants to please everyone, displeases
everyone. |
| 32. laakin ṣala raʔy-ilmasal. iṣmil
-ilwagb-illi ṣaleek, wala
tisʔaṣ ⁱ -f kalaam-innaas. | As the proverb says: Do your duty
and pay no attention to what
people say." |

Grammar

A. Numerals after nouns.

- | | |
|--|--------------------------------------|
| ittalat kutub dool bituuṣi. | These three books belong to me. |
| ilkutub-ittalaata dool bituuṣi. | These three books belong to me. |
| ilxamastaaṣar kitaab dool
bituuṣi. | These fifteen books belong to
me. |
| ilkutub-ilxamastaaṣar dool
bituuṣi. | These fifteen books belong to
me. |

támanu xamsa-gneeh.
 iddiini-lxamsa-gneeh dool.
 iddiini-lginihaat-ilxamsa.

Its cost is five pounds (money).
 Give me these five pounds.
 Give me the five pounds.

N30.1 Numerals may be used after as well as before nouns. In the construction numeral + noun, three through ten have different (pre-nominal) forms, and the noun is s. if the numeral is eleven or higher. If the construction is definite, only the numeral has the article (cf. Notes 6.10 and 12.3). However, in the construction noun + numeral, the counting forms of all numerals are used and the noun is p. with all numerals from three on. This construction can be only definite, and both the noun and the numeral must have the article.

Numerals with nouns of measurement and money require special attention if the numeral precedes. The counting (not pre-nominal) forms are used, and the noun is s. with all numerals including two; these nouns are not commonly used with the d. suffix. In all other details these constructions are the same as those with other nouns.

DRILLS

30.1 Repeat the following drills, using the construction noun + numeral:
 6.15-16; 12.12; 12.14.

30.2 tuulu xamsa kilumitr. Substitute:

5 meters	20 kilometers
12 kilometers	15 meters
20 meters	9 kilometers
2 kilometers	87 meters
100 meters	111 meters

30.3 támanu sitta-gneeh. Substitute:

LE 10	LE 7
LE 19	LE 76
LE 5 1/2	LE 153 1/2
LE 100	LE 2
LE 1500	LE 12

B. Alternative negative constructions with free pronouns.

iħna fahmiin.	We understand.
iħna miš fahmiin.	We do not understand.
maħnaaš fahmiin.	We do not understand.
huwwa zaflaan.	He is angry.
huwwa miz zaflaan.	He is not angry.
mahuwwaaz zaflaan.	He is not angry.

N30.2 In addition to the use of /miš/ to negate equational sentences with free pronouns as subjects, /ma- -š/ may be used with the pronouns. The forms of the pronouns so used are given in the following table.

huwwa	mahuwwaas
hiyya	mahiyyaas
humma	mahummaas
inta	mantaas
inti	mantiis
intu	mantuus
ana	maniiš
iħna	maħnaaš

Table 30.1

DRILLS

30.4 Repeat the following drills, using alternative negative constructions:
5.5-7, 9-10; 10.6; 16.3.

30.5 Repeat the following drills, using alternative plural constructions (N21.5):
4.6-12; 5.3-4, 8; 6.1-3; 8.1-6, 10-11; 9.5, 16; 21.24; 23.13:
24.10; 25.15; 29.7.

OUTLINE REFERENCE GRAMMAR OF CAIRO ARABIC

This Reference Grammar is a brief statement of the grammar (phonology, morphology and syntax) of Cairo Arabic. Except for phonology, the coverage is limited to the contents of the grammar notes in the preceding lessons. Phonological details are here provided because they were not incorporated in the grammar notes.

A word of warning may be in order. Cairo is a large metropolis of some 4,000,000 population. As in any such area, variation in speech can be observed. The transcription in this book reflects what can fairly be described as the prestige usage of the majority in everyday situations. It will be so recognized and understood by all Cairenes, and by most speakers of Arabic, however much or little their speech may deviate from it.

A superimposed standard, Modern Standard Arabic, is recognized by all speakers of Arabic. Borrowings from Modern Standard Arabic and reshaping of forms and constructions under its influence may result in "exceptions" to some of the statements in this Reference Grammar. Thus unstressed long vowels (2.2-3 below) and nonelision of unstressed /i/ (2.6) may be observed. Among other differences, /ʔ/ in some words may be replaced by /q/; for example, in more formal contexts, /ʔism/ 'section' may occur as /qism/.

PHONOLOGY

1. Consonants.

	<u>Labial</u>	<u>Dental</u>	<u>Palatal</u>	<u>Velar</u>	<u>Uvular</u>	<u>Pharyngeal</u>	<u>Glottal</u>
<u>Stop</u>	b	t d		k g	q		ʔ
<u>Spirant</u>	f	s z	ʃ ʒ		x ɣ	ħ ʕ	h
<u>Nasal</u>	m	n					
<u>Lateral</u>		l					
<u>Trill</u>		r					
<u>Glide</u>	w		y				

1.1 Consonant sounds. Some of the consonants of Arabic are similar to those of English and present no pronunciation problem for speakers of English. This is true of most of the labials, dentals, palatals, velars, and glottals. However, some of these and all of the uvulars and pharyngeals are unlike any in English and will hence require careful listening and practice. The only way to learn them is by imitating a speaker of Arabic.

The labials are as in English bee, fee, me, and we. Arabic /b/ has a voiceless variant before other voiceless consonants; /sabt/ 'Saturday' sounds like the last syllable of except.

The dentals are similar to English tea, dee, sea, zero, knee, lee; they are, however, articulated with the tongue tip touching the upper teeth, not the gum ridge. /l/ is always "light" or i-colored, hence never as in English feel or fool. /r/ is a trill as in Spanish or Italian. The r or English is not acceptable.

The palatals and velars are as in English she, measure, ye, key, and geese.

The voiceless uvular stop /q/ and the voiceless and voiced spirants, uvular /x ɣ/ and pharyngeal /ħ ʕ/, are unlike any consonants in English.

The glottals again present no great problem. /h/ is as in English he. However, unlike English, it occurs freely noninitially: /fíhim/ 'he understood', /rabíih/ 'intelligent'. The glottal stop occurs flanking the vowels in English exclamations such as oh oh. In Arabic it is a regular consonant and occurs freely: /ʔáfal/, /yíʔfil/ 'he locked, locks', /šúʔaʔ/ 'apartments'.

All Arabic consonants occur initially, medially, and finally, and all occur short (written with a single letter) and long (written with two letters). The /m/ in /ráma/ 'he threw' is about half as long as in /rámma/ 'he scattered'; similarly the glottal stop in /báʔa/ 'he became' and /šáʔʔa/ 'apartment'.

The consonants /q/ and /ž/ are found only in a limited number of borrowed words: /q/ in borrowings from Modern Standard Arabic and /ž/ in borrowings from various other languages. Although not written in this text, /p/ and /v/ are used by some Cairenes, especially those who also speak English and/or French, in a few borrowed words: /piyáanu/ 'piano', /vílla/ 'villa'. Other speakers replace the /p/ and /v/ in these and other such words with /b/ and /f/ respectively.

1.2 Consonant sequences. In discussing consonant sequences it is useful to recognize two classes of consonants; those which have voiceless and voiced pairs (stops and spirants) will be referred to as obstruents, and those which do not (nasals, lateral, trill, and glides) as resonants.

Single consonants occur freely in all positions in words and sentences. Sequences of identical consonants (C_1C_1) do not occur initially, but freely medially and finally. Sequences of two different consonants (C_1C_2) are rare initially (and only if the word occurs at the beginning of a sentence); further, such sequences have only /w y r/ as C_2 . Hence /kwáyýis/ 'good' may so occur at the beginning of a sentence; noninitially in a sentence, after a word ending in a consonant, C_1C_2 has a vowel inserted: /kitáab kuwáyýis/ 'a good book'; and after a word ending in a vowel, C_1 is linked to the preceding vowel: /kúrsi-kwáyýis/ 'a good chair'. This is pronounced as if the words were /kúrsik/ and /wáyýis/. (The hyphen is used to show this type of linkage).

Medially and finally, C_1C_2 occurs subject to the following restrictions:

(1) No two different consonants of the group /s z š ž/ occur in sequence; of these, only sequences of identical consonants occur. This holds true within words and between words in sentences. Accordingly if C_1C_2 involving any two of these would result from a sequence of words or a stem and an affix, C_1 assimilates to C_2 , becoming C_2C_2 : /miš/ + /sahl/ becomes /mis sahl/ 'not easy'; /dáras/ + /ma- -š/ becomes /madarášš/ 'he did not study'.

(2) C_1C_2 sequences of the dental and palatal obstruents /t d s z š ž/ are entirely voiced or voiceless. This applies within words and may also apply (but not regularly for all Cairenes) between words. Again C_1 assimilates to C_2 , but only with respect to voice: /ʔustáaz/, /ʔasádza/ 'professor, professors' (/t/ + /z/ becomes /dz/); /sáafid/ + /-t/ becomes /saʔítt/ 'I helped'.

At the end of sentences, C_1C_2 sequences are subject to the following additional restrictions:

(3) Sequences of any two obstruents usually (i.e. for most Cairenes) are entirely voiced or voiceless. Here also C_1 assimilates to C_2 with respect to voice. Note that this assimilation is not shown by the transcription used in this book and that sequences like /gt/ and /kt/ at the end

of sentences are pronounced alike. (In the speech of some Cairenes this assimilation can be observed nonfinally as well as finally in sentences. There is, however, considerable variation from speaker to speaker and/or sentence to sentence.)

(4) If C_1 is a voiceless obstruent and C_2 a resonant, C_2 assimilates to C_1 with respect to voice; in this environment all resonants have voiceless variants. In the following words, the final resonants are voiceless at the end of the sentences, but not elsewhere: /lit^r/ 'liter', /mas^r/ 'Egypt', /rat^l/ 'pound (weight)', /fas^l/ 'class', /ʔutⁿ/ 'cotton', /mašy/ 'walking'.

Sequences of three consonants do not occur in any position, within or between words in a sentence.

2. Vowels.

SHORT			LONG		
	<u>Front</u>	<u>Back</u>		<u>Front</u>	<u>Back</u>
<u>High</u>	i	u	<u>High</u>	ii	uu
			<u>Mid</u>	ee	oo
<u>Low</u>	a		<u>Low</u>	aa	

2.1 Vowel sounds. All of the vowels of Arabic are sufficiently similar to those of English so that they present the learner with relatively few difficulties. English has many more vowels than Arabic, and the speaker of English will hence at first hear more vowels in Arabic than the transcription distinguishes.

The short vowels /i u/ are as in English pit, put; /a/ is like the vowel of cot next to pharyngeal consonants, like a in about before the glides, and between e in pet, and a in pat elsewhere.

The long vowels (written double) /ii/ and /uu/ are similar to those of English beet and boot, and /ee/ and /oo/ to bait and boat. The main difference between Arabic and English at this point is that for most speakers of English the vowels in these words are glided; long vowels in Arabic are not glided. Arabic /aa/, like /a/, has different variants: next to pharyngeals it is like o in cot, but longer; elsewhere it is like a in bad, but again somewhat longer.

2.2 Distributional restrictions. An Arabic sentence or a word in isolation never begins with a vowel (V or VV); if no consonant is written, then /ʔ/ occurs before the vowel.

The three short vowels occur next to all consonants and sequences of consonants, finally and nonfinally in words, and stressed and unstressed. (Note, however, that when unstressed their quality does not change; they are not centralized or reduced as is common in English.)

The five long vowels occur only stressed; there is never more than one VV in a word, and VV never occurs before CC in the same word. Subject to these restrictions, long vowels occur finally and nonfinally in words and next to all consonants and sequences of consonants.

2.3 Shortening of VV. Given the restrictions (noted above) on the occurrence of long vowels, many stem + affix or enclitic constructions result in shortening of VV. Since the stress is always on the last syllable if the word ends with CC or VVC, /sáafir/ + /-t/ is /safírt/ 'I traveled', /kitáab/ + /-ha/ is /kitábħa/ 'her book', and /kitáab/ + /-een/ is /kitabéen/. In terms of this alternation between long and short vowels, /i/ is the short equivalent of both /ii/ and /ee/, /u/ of /uu/ and /oo/, and /a/ of /aa/. Hence /fiil/ + /-een/ is /filéen/ 'two elephants' and /beet/ + /-een/ is /bitéen/ 'two houses'; similarly /ʔuul/ + /-ha/ is /ʔúlħa/ 'tell her' and /yoom/ + /-een/ is /yuméen/ 'two days'.

2.4 Lengthening of stem-final V. Any stem-final V is lengthened before a suffix or an enclitic: /írmí/ + /-ha/ is /irmíħa/ 'throw it', /írmu/ + /-ha/ is /irmúħa/ 'throw (p) it', and /ráma/ + /-ha/ is /ramáħħa/ 'he threw it'.

2.5 Addition of /i/. As noted above (1.2), a sequence of CCC never occurs. Hence if a word ending with two consonants (C_1C_1 or C_1C_2) occurs before one beginning with a consonant, /i/ is added to the former: /dars/ before /muhímm/ occurs as /dársⁱ muhímm/ 'an important lesson'. It is useful to be able to identify this final added vowel, and therefore it is written above the line. There is, however, no difference in pronunciation between an /i/ above or on the line; /dársⁱ/ nonfinally in a sentence and /dársi/ 'my lesson' are pronounced alike.

2.6 Elision of unstressed /i/. If a word beginning with the sequence CiCV occurs after a prefix or a word ending in a vowel, the unstressed /i/ is elided: /bi-/ + /tináam/ is /bitnáam/ 'you are sleeping', and /ilgúmla/ + /gidíida/ is /ilgúmla-gdíida/ 'the sentence is new'. Similarly, if a word ending with VCiC occurs before a suffix, an enclitic, or a word beginning with a vowel, the unstressed /i/ here also is elided: /fíhim/ + /-u/ is /fíhmu/ 'they understood', and /fíhim/ + /ilgúmla/ is /fíhm-ilgúmla/ 'he understood the sentence'. (Note that this elision does not take place if CCC would result; hence /bi-/ + /tifhámu/ is /bitifhámu/ 'you (p) understand'.)

3. Syllables. The structure of syllables in Arabic is relatively simple. Every syllable has a vowel (V or VV). In addition, every syllable has one and only one consonant before the vowel. Syllables may be open, or closed by one consonant or, at most, two consonants. A syllable may be closed by two consonants only if the vowel is short.

Types of syllables are as follows:

- | | | |
|---------|----------|----------|
| (a) CV | (c) CVV | |
| (b) CVC | (d) CVVC | (e) CVCC |

Only types (a) and (b) occur freely with no distributional restrictions. Types (c), (d), and (e) occur only with stress; further, (d) occurs only finally in words and sentences and (e) only finally in sentences.

Word and syllable boundaries do not always coincide in sentences. /iddársⁱ muhímm/ 'the lesson is important' (initial /ʔ/ is not written here) is a sequence of CVC.CVC.CV|CV.CVCC| with a dot marking syllable boundaries and a vertical line word boundaries. /ilgúmla-gdíida/ 'the sentence is new' is CVC.CVC.CV|C.CVV.CV|, and /wi-zzáyyak-ínta/ 'and how are you' is CV|C.CVC.CV.C|VC.CV|. The hyphen is used to mark word boundaries when they do not coincide with syllable boundaries.

4. Emphatics. All of the consonants and vowels occur emphatic or plain (nonemphatic). Emphasis is indicated in the transcription by a broken underscore.

In some books on Arabic, the term velarization is used. This is misleading in that emphasis includes, but is not limited to, what phoneticians call velarization. To produce the emphatic sounds, the various articulations

used in producing the plain consonants and vowels are modified by the following changes in tongue and lip positions. The tongue is slightly retracted, laterally spread, and the back is raised; hence the feeling by speakers of Arabic that the tongue is "thick" and "fills the mouth". At the same time, the lips are held neutral (not spread as for the plain sounds) or slightly protruded or rounded. These articulatory features plus increased tenseness of the throat muscles combine to give the emphatics a "hollow sound".

Somewhat unsettling from the learner's point of view, but nonetheless true, is the fact that some words (in whole or in part) may occur with emphatic sounds in one sentence and with plain in another. This accounts for the alteration between emphatic and plain consonants and vowels which can be observed in the sentences in the lessons: /ilwálad tawíil/ 'the boy is tall'; /ilbíntⁱ tawíila/ 'the girl is tall'. Note, however, that the distribution of emphasis always coincides with syllable boundaries; a syllable has all or none of its sounds emphatic.

You will also notice that one speaker may say a word with emphatic and another with plain sounds. Such variation can be heard on the recordings of the conversations. This is not to suggest that it matters little whether a word is pronounced with emphatic or with plain sounds. Many words are identical except for emphasis: /seef/ 'sword', /seef/ 'summer'; /baat/ 'he spent the night', /baat/ 'armpit'; /tiin/ 'figs', /tiin/ 'mud'; /baʔd/ 'after', /baʔd/ 'some'.

For a speaker of English, the most prominent differences between sequences of plain or emphatic sounds are with the vowels. All of the emphatic vowels are slightly lower (especially the high and back) and more retracted (especially the front and low) than the plain vowels. Practice with a speaker of Arabic is the only way to learn the correct pronunciation.

5. Stress. Stress in Arabic has little differentiating function, and in the vast majority of words the penult is stressed. The distribution of stress is almost totally predictable in terms of the syllable types in the word.

(1) A word never has more than one stress, and syllables of the types CVCC, CVV, and CVVC occur only with stress. Since a word never has more than one of these types, any one of them marks the position of stress.

(2) If a word has only syllables of the types CV and/or CVC, then the penult is stressed.

If the occurrence of stress does not conform to these rules, then it is marked. There are very few such exceptions, and in almost all of them the last three syllables are CVCVCV(C). Most of these have the stress on the antepenult: /šárabi/ 'Arabic'; /málíka/ 'queen', /sáʔalit/ 'she asked', /itkátabit/ 'it was written'; others have the stress on the penult: /šalítu/ 'she carried it', /šafítak/ 'she saw you'. (For a somewhat different although equivalent statement of the rules regarding the distribution of stress, see N10.4)

From this point on, stress on examples is marked only if not predictable by these rules.

6. Intonation. Period, question mark, and comma are used to mark three intonation patterns which must be distinguished.

/./ represents a level pitch pattern with terminal fall. There is usually no, or only very slight, rise in pitch before the fall, and hence this pattern is significantly different from the common level-rise-fall as in English, 'The lesson is easy.' /?/ represents a level pitch pattern with a terminal rise, similar to the intonation of English yes-or-no questions, 'Is the lesson easy?' /,/ represents a pitch pattern which is level throughout, with neither rise nor fall at the end.

Period, question mark, and comma mark only different intonation patterns. Questions commonly occur with all three intonations, statements commonly only with /./ and /,/.

MORPHOLOGY AND SYNTAX

1. Word formation. N13.4

2. Free vs. bound forms. Many words in Arabic have a free (or isolable) form and a bound form. Bound forms cannot stand alone and are used only in construction with other forms. Thus the pronoun /humma/ (3 p., free form) has a bound form /-hum/: /bithum/ 'their house', /šafhum/ 'he saw them'. The

negative particle /miš/ has a bound form /ma- -š/: /miš kuwayyis/ 'not good', /mašafhumš/ 'he did not see them'. The noun /šanta/ has a bound form /šantit-/: /šantiteen/ 'two suitcases', /šantithum/ 'their suitcase', /šantit-ilbint/ 'the girl's suitcase'. The preposition /šala/ has a bound form /šalee-/: /šaleehum/ 'on them'.

3. Nouns.

- 3.1 Definiteness: N1.2-3; 3.8; 6.1, 3
- 3.2 Gender: N2.1; 7.2
- 3.3 Bound form: N6.2
- 3.4 Number: dual N9.3; plural N4.1
- 3.5 Verbal: N24.3; 26.4; 27.4; 28.4
- 3.6 Collective: N29.3

4. Adjectives.

- 4.1 Definiteness: N5.2
- 4.2 Gender: N2.2-3
- 4.3 Number: N4.2-3; 9.3; 21.5
- 4.4 Degree: N13.1; 27.3; 14.1
- 4.5 Derived: N29.2
- 4.6 /bitaaš/: N8.1; 9.3

5. Demonstratives.

- 5.1 Gender: N3.1
- 5.2 Number: N4.4; 21.5
- 5.3 In comparative constructions: N13.1

6. Pronouns.

- 6.1 Free: N5.3
- 6.2 Bound:
 - 6.21 With nouns: N6.3-4; 7.1
 - 6.22 With prepositions: N9.1; 16.2
 - 6.23 With verbs and participles: N12.1; 13.3; 17.2
 - 6.24 With modals: N16.1; 17.1; 18.1; 19.1; 26.1

7. Numerals.

7.1 Cardinals:

7.11 One and two: N15.6; 30.1

7.12 Three through ten: N6.9; 30.1

7.13 Eleven and up: N12.3; 30.1

7.2 Ordinals: N17.3; 18.4

7.3 Fractions and percentages: N23.4

8. Verbs.

8.1 Aspect: N3.4; 4.5

8.2 Tense prefixes: N7.4

8.3 Imperative: N5.6

8.4 Classes: N8.5

8.5 Derivation: N14.5

8.51 Simple stems: /katab/: N6.6; 7.3

/šaa/: N9.4; 10.1

/ħabb/: N11.3

/rama/: N12.2; 13.2

8.52 Derived stems: /kallim/: N3.5; 4.5

/zaakir/: N5.5

/yanna/: N14.3

/naada/: N14.2

/it-/ prefix: N19.3; 20.2

/-t-/ infix: N23.2

/ista-/ prefix: N26.3

8.6 Irregular: N10.1; 15.2-5

8.7 /iwfa/: N22.2

9. Participles.

9.1 Inflection: N7.7

9.2 Verbs with two participles: /katab/: N7.7; 8.3

/ħabb/: N11.3

/rama/: N12.2; 13.2

Irregular: N15.2, 4

- 9.3 Verbs with one participle: /šaaʃ/: N10.1
 /kallim/: N10.2
 /zaakir/: N10.2
 /ɣanna/: N14.3
 /naada/: N14.2
 /it-/ prefix: N19.3; 20.2
 /-t-/ infix: N23.2
 /ista-/ prefix: N26.3
 Irregular: N15.3, 5

10. Modals.

- 10.1 In verb phrases: N21.1
 10.11 /šaawiz/, /naawi/, /šammaal/: N15.1; 16.1
 10.12 /šala/, /nifs/, /ʔazd/: N17.1
 10.13 /šumr/: N18.1
 10.14 /yadoob/, /zamaan/: N19.1
 10.15 /laazim/, /yimkin/: N21.2
 10.16 /baʔa/ + /li/: N26.1
 10.17 /yareet/: N27.2
 10.2 With equational and /fii/-sentences: N28.2

11. Prepositions.

- 11.1 Group I: N8.2; 9.1; 3.7; 16.2; 25.2
 11.2 Group II: N9.1; 29.2; 25.2

12. Coordinators. N5.4; 18.2

13. Subordinators.

- 13.1 With /ma/: N19.4
 13.2 With /inn/: N22.4; 29.1
 13.3 Conditional: N28.1
 13.4 /wi/, /laḥsan/, /šašaan/, /madaam/: N24.1; 29.1

14. Quantifiers. N21.4; 22.3; 23.3; 24.2

15. Intensifiers. N20.3

16. Interrogation.

- 16.1 Yes-or-no questions: N2.4
- 16.2 Interrogatives: N8.4; 16.3-4
- 16.3 /huwwa/, /hiyya/, /humma/: N6.8; 12.4
- 16.4 Question tags: N28.3

17. Negation.

- 17.1 Equational sentences: N1.6; 8.2; 9.1; 30.2
- 17.2 Verbal sentences: N10.3; 13.3; 18.2; 21.1
- 17.21 Imperatives: N14.4
- 17.22 Modals: N15.1; 17.1; 18.1; 21.2
- 17.3 /fii/-sentences: N11.1
- 17.4 Topical sentences: N25.2
- 17.5 /ʔábadan/: N20.3

18. Noun phrases.

- 18.1 Construct: N6.1, 3; 24.2-3; 23.3
- 18.2 Attributive: N23.3; 8.1
- 18.3 Elliptic: N26.2

19. Verb phrases.

- 19.1 With two verbs: N19.2; 20.1
- 19.2 With three verbs: N21.1
- 19.3 Imperative: N22.1
- 19.4 With /kaan/: N25.1; 27.1
- 19.5 /xalla/, /xad/, /idda/: N23.1

20. /illi/-phrases. N9.2; 21.3; 23.3; 25.3

21. Prepositional phrases. See Prepositions.

22. Complements.

22.1 Time: N7.5-6; 8.4

22.2 Place: N8.4

22.3 Manner: N16.3

22.4 Predicate: N20.4; 24.3

23. Equational sentences. An equational sentence consists of a subject and a predicate (N1.1). The subject is a noun phrase or a free pronoun; the predicate is a noun phrase, a prepositional phrase, or a participle. /kaan/ and /baʔa/ (N9.5; 24.4) as well as some modals (N28.2) may be used in equational sentences.

24. Verbal sentences. A verbal sentence always has a verb and a bound subject (N3.3). It may also have a free subject (noun phrase or free pronoun, N3.4) and/or an object (bound or free, N12.1) and/or a complement (22. above).

Some verbs require two objects (N18.3), others an object and a predicate complement (N20.4).

25. /fii/-sentences. N11.1-2; 28-2

26. Topical sentences. N24.2; 25.2-3

G L O S S A R Y

The entries in this glossary are limited to the vocabulary used in the lessons. Names (personal and place) and participles (if directly relatable to verbs given in the glossary) have been omitted. English equivalents are limited to those occurring in the lessons.

The entry form of nouns and adjectives is the singular. No inflected forms other than the plural, and this only if it occurs in the lessons, are given. Nouns ending in /a/ are feminine unless identified as masculine (m); nouns ending otherwise are masculine unless identified as feminine (f).

The entry form of verbs is the 3rd masculine of the perfect. A vowel in parentheses after the verb identifies the stem class; a verb with no following vowel belongs to Class I (N8.5). Derived verb stems and verbal nouns are entered alphabetically, not by root.

For purposes of alphabetization, initial /ʔ/ and emphasis have been ignored (although written).

The order of alphabetization is: a, b, d, e, f, g, h, i, k, l, m, n, o, q, r, s, t, u, w, x, y, z, š, ž, γ, ħ, ʕ, ʔ.

a

- | | |
|---|---|
| ʔaabil: to meet | ʔadam: foot |
| ʔaadi [-lkitaab]: here is [the book] | ʔadd: like (in size, quantity) |
| ʔaal (u): to say, tell | ʔadd ⁱ ʔee: how much, how long |
| ʔaal fi nafsu: he said to himself | ʔaddib: to punish |
| ʔaam (u): to get up, stand up | ʔadiim, ʔudaam: old, ancient |
| ʔaam [ʔaal]: whereupon [he said] | ʔadʔaaf: see diff |
| ʔaamin: to believe | ʔafal (i): to close, lock |
| ʔaani [-ktaab]: which [book]? | ʔafandi, ʔafandiyya: effendi, gentleman |
| ʔaas (i): to measure | ʔaffil: to close, lock securely |
| ʔaasif, ʔasfiin: sorry | ʔafl: closing, locking |
| ʔaaxir: last | ʔagaaza, ʔagazaat: holiday, vacation |
| ʔabadan: never, not at all | ʔagnabi, ʔagaanib: foreigner, foreign |
| ʔabb: father | ʔahammiyya: importance |
| ʔabl: before | ahoo [-lkitaab]: here is [the book] |
| ʔabl ⁱ ma [yiigi]: before [he comes] | ʔahwa: coffee |
| ʔabu-lhool: the Sphinx | ʔakl: food, eating |
| ʔabyad, biid: white | ʔalab (i): to tip over |
| ʔadab, ʔadaab: literature | ʔalam, ʔilaam: pencil |
| ʔadabi: literary | ʔalaʔ (a): to undress, take off |

?alb: heart
 ?alf, ?alaaf: thousand
 [xamas] talaaf: [five] thousand
 ?aliil, ?ulaal: few, little
 ?allaah: God
 ?alláh: Golly!
 ?allaʃ: to make someone undress,
 take off, undress someone
 ?almaani, ?almaan: German
 ?alʃ: undressing
 ?amiis, ?umsaan: shirt
 ?amma [raagil]: what a [man]!
 ?amrikaani, ?amrikaan: American
 ana: I
 ?antara, ?anaatir: barrage
 ?ara (a): to read
 ?araami: Aramaic
 ?arbaʃa: four
 ?arbaʃ [kutub]: four [books]
 rubʃu [miyya]: four [hundred]
 ?arbaʃtaaʃar: fourteen
 ?arbiʃiin: forty
 ?ard (f), ?araadi: land, soil
 ?ariib, ?araayib: kinfolk, relative
 ?arra (a): to make someone read
 ?arrab min: to approach
 ?aryaaf: see riif
 ?asaar: antiquities
 ?asaawa: cruelty
 ?asad: lion
 ?asam (i): to divide
 ?ásari, ?asariyya: historical,
 archaeological
 ?asbaani, ?asbaan: Spanish
 ?asfar, sufr: yellow

?asl: in truth, truly
 ?asli, ?asliyya: original
 ?ataʃ (a): to cut
 ?atr, ?uturaat: train
 ?awaam: quickly
 ?awaasit ?ifrigya: central Africa
 ?awi: very
 ?awwalan: firstly
 ?awwil: first
 ?awwil-imbaariħ: day before yesterday
 ?awwil ma: as soon as
 ?awwilaani, ?awwilaniyyiin: first
 ?awwim: to make someone get up
 ?axdar, xudr: green
 ?axraani, ?axraniyyiin: last
 ?axx, ?ixwaat: brother
 aywa: yes
 ?azdu [yiktib]: to intend [to write]
 ?azhar (i): to show
 ?azraʔ, zurʔ: blue
 ?aħmar, ħumr: red
 ?aħsan: better
 ?aħsan-inn: it is best that
 ?aħyaanan: sometimes
 ?aʃad (u): to sit down, stay
 ?aʃad [yiktib]: he kept on [writing],
 sat down [to write]
 ?aʃr: bottom
 ?aʃʃad: to make someone sit

b

baab, bibaan: door
 baaʃ (i): to sell
 baaʔi: remainder, balance
 bádawī, badu: bedouin

badiiʔ: magnificent	<u>beed</u> : eggs
badla, bidal: suit	<u>beeda</u> , <u>bidaat</u> : egg
badri: early	been: among, between
badu: see bádawi	beet, biyuut: house, home
baka (i): to weep, cry	beež, beež: beige
bakaluryoos: bachelor's degree	beeʔ: selling, sale
balad, bilaad: country, village, city	bi: with, by means of
<u>ballaas</u> : large pot	bi-ktiir: by far, a lot
balžiiki, balžikiyyiin: Belgian	bi-lleel: during the night, evening
bana (i): to build	bi munasba: on the occasion of
<u>bantaloon</u> , <u>bantalunaat</u> : pair of trousers	bi nafsū: by himself
bara (i): to sharpen	bi-nnisba luh: as far as he is concerned
<u>baraamig</u> : see birnaamig	bi-shuula: easily
barbari: Berber	bi-ssudfa: accidentally
bard: cold	bi surfa: quickly
bardaan, bardaniin: cold	bi-zyaada: more than enough
<u>barra</u> : outside, abroad	<u>bi-zzabt</u> : exactly
<u>basat</u> (i): to please	bi šakl [yariib]: in a [strange] way
bass: only	bi-šweeš: slowly
<u>bass</u> (u) li: to look at	bi ḥasab: according to
<u>baḥr</u> : sea	bi ḥees-inn: in such a way that
<u>ilbaḥr-ilʔabyad-ilmutawassit</u> : the Mediterranean Sea	bi ʔee: with what, how
baḥs, ʔabḥaas: research	bidaal: instead of, in place of
baʔat (a): to send	bidaal ma [yiigi]: instead of [coming]
baʔd: after	bint, banaat: girl
<u>baʔd</u> : some	bintu: his daughter
maʔa <u>baʔd</u> : together	birnaamig, <u>baraamig</u> : program
baʔd-id <u>duhr</u> : afternoon	bitaaʔ: belonging to
baʔdeen: afterwards	<u>bitrool</u> : petroleum
baʔd ⁱ ma [yiigi]: after [he comes]	bixlaaf: apart from, beside
baʔa (a): to become	biʔiid, buʔaad: far
baʔaalu [yiktib]: to have been [writing]	bluuza, bluzaat: blouse
	<u>bukra</u> : tomorrow
	<u>buliis</u> : police

bunni, bunni: brown

burneeta, baraniit: hat

burtu'aan: oranges

burtu'aana, burtu'anaat: orange

busta: mail, post office

buñeera: lake

buñd: distance

ʔala buñd: at a distance of

d

da (m), dool: this, that

daafi, dafyiin: warm

daar-ilkutub: the Egyptian Library

daawa (a): to treat

daaxil: within, entering

daaʔ (i): to be lost, be wasted

dafaʔ (a): to pay

daffa: bank [of a river]

daffaʔ: to make someone pay

daff: paying, payment

dahab: gold

dall (i): to guide, direct

darab (a): to beat, hit

dāraga, daragaat: degree, grade

dāraga ʔuula: first class

daras (i): to study

darb: beating, hitting

darra (a): to make someone aware

darris: to teach

dars, duruus: lesson

daruuri: essential

dawa (m), ʔadwiya: drug, medicine

daxal (u): to enter

daxl: income

daxm, daxmiin: large

daxxal: to make someone enter

dayyaʔ, dayyaʔiin: narrow

dafiif, dúʔafa: weak

daʔʔ (u) ʔala: to knock at

di (f), dool: this, that

difi (a): to become warm

diib: wolf

diin: religion

diini, diniyyiin: religious

dikha, dukham: that one

dilt, delta, Lower Egypt

dilwaʔti: now

dilwaʔti ʔahoo: right now

dinya: world

iddinya bard: it is cold

iddinya ʔarr: it is hot

diraasa, dirasaat: study

diraasi: academic

diri (a) bi: to become aware of

diñik (a): to laugh

diff, ʔadʔaaf: (five) fold, (five) times

diʔiiʔa, daʔaayiʔ: minute

door, ʔadwaar: turn

iddoor ʔalee: it is his turn

duhr: noon

dukha (m), dukham: that one

duktoor, dakatra: doctor

dukturaa: doctor's degree

dulaab, dawaliib: cupboard, chest

dunya: see dinya

durg, diraag: drawer

duxuul: entry, entering

e

?ee: what

?addⁱ ?ee: how much, how long

bi ?ee: with what, how

?ee-lhikaaya: what is the matter?

f

fa: whereupon, then, so

faad (i): to overflow, flood

faadi, fadyiin: empty, free, not
occupied, unloaded

faat (u): to pass

[issana-lli] faatit: last [year]

[il'usbuu?-illi] faat: last [week]

faat (u) ?ala: to drop in

fadda (a): to empty

fadda: silver

faddal: to prefer

fadl, ?afdaal: bounty

fagr: dawn

fahhim: to make someone understand

fakkar: to think, conceive of

fallaah, fallaahiin: farmer

falsafa: philosophy

fann: craft, art

fanni, fanniiyyiin: technical

faransaawi, faransawiiyyiin: French

farisi: Persian [language]

far?, furuu?: tributary, branch

far?oon, fara?na: Pharaoh

far?ooni: pharaonic

fasal (i): to expel

fasl, fusuul: season, chapter, class

faslⁱ diraasi: semester

fassar: to explain

fatar (a): to break the fast

fatah (a): to open, conquer

fatimi, fatimiiyyiin: Fatimid

fattiš: to search, inspect

fath, futuuh: conquest

fayadaan: flood

ayda, fawaayid: benefit, advantage

fa?iir, fú?ara: poor

feen: where

fi: in, by

fi-lma?aad: on time

fi-lmiyya: percent

fi-lwa?tⁱ da: at this, that time

fi-lhaal: at once

fi nafs [-ilwa?t]: at the same [time]

fi yoom mi-l?ayyaam: one day, once
upon a time

fi haalu: alone, by himself

fidil (a): to remain

fidil [yiktib]: he kept on,
continued [writing]

fihim (a): to understand

fii: there is, are

fiima ?ada: except for

filuus (f): money

fingaan: cup

foo?: above

fumm: mouth

fustaan, fasatiin: dress

fusha: Standard Arabic

fu?aani, fu?aniiyyiin: above, upper

g

gaab (i): to bring
gaahiz, gahziin: ready
gaamid, gamdiin: heavy, hard
gaamiṣ, gawaamiṣ: mosque
gaawib: to answer
gaay: see gayy
gaaf (u): to get hungry
gabal, gibaal: mountain
gadaṣ, gidṣaan: young man
gamaṣ (a): to combine
gamb: beside
gamiil, gumaal: beautiful
gamiṣi: pertaining to a university
gamuusa: water buffalo
gamṣa, gamṣaat: university
ganna: paradise
ganuub: south
gara (a): to happen
 gara ʔee: what has happened?
garaaṣ: garage
garayaan: flow
garaḥ (a): to wound
gary: race, running
gawaab, gawabaat: letter
gaww: weather
gayy, gayyiin: coming
 [issana]-lgayya: next [year]
gazma, gizam: pair of shoes
geeb: pocket, bag
giddan: very
gidiid, gudcad: new
gih (ir): to come
gild: leather

gineeh, ginihaat: Egyptian pound (LE)
gineena, ganaayin: garden, park
giri (i): to run
gumhuriyya, gumhuriyyaat: republic
gumla, gumal: sentence
gumṣa: see yoom
gurnaal, garaniil: newspaper
guwwa: inside, in
guyraṣya: geography
guṣaan, guṣaniin: hungry

h

haagir: to migrate
haayil, hayliin: large, great
haddid: to threaten
hagam (i): to attack
handasa: engineering
hanna (a): to congratulate
haram, ʔahraam: pyramid
hayʔa, hayʔaat: corps
higra: migration
higri: A.H.
hina: here
hinaak: there
hirib (a): to run away, escape
hiyya: she, it (f)
humma: they
huwwa: he, it (m)

i

ibtada (i): to begin
ʔibti, ʔaʔbaat: Copt, Coptic
ʔibtidaaʔi: elementary, beginning

idda (ir): to give
 idda xabar: to tell, inform
 ?idir (a): to be able to
iftakar (i): to think, reckon
 ?igbaari: compulsory
 igtama? (i): to confer, meet
 ?ihda: Well!
 ihtammⁱ bi: to be interested in
 ihtimaam: interest
 ?ilaah: god
 ilfaatiha: the opening chapter of
 the Quran
 illa: except
 illi:, who, which, that
 illilaadi: tonight
 ilmayrib: Morocco
 iltafat (i): to turn around
 ?imaan: faith
 imbaarih: yesterday
 imbaarih bi-lleel: last night
 imma...?aw: either...or
 imta: when
 imtadd: to stretch
 ?imtihaan, ?imtihanaat: examination
 in: if
 ?ingiliizi, ?ingiliiz: English
 ?inn: that
 ?aḥsan-inn: it is best that
 ka ?inn: as if
 li ?inn: because
 maḥ-inn: although
innaharda: today
 innama: however
 inta: you (m)
 intaha (i): to end

intaxab (i): to elect
intaṣar (i): to spread
 inti: you (f)
 intu: you (p)
 ?inṣaa?-allaah: I hope to
 ?iraaya: reading
 irtafa? (i): to rise
 irtifaa?: rise, height
iskandaraani: Alexandrian
 iskindiriyya: Alexandria
 ?islaam: Islam
 ?islaami: Islamic
 ?ism: name
issaḥiid: Upper Egypt
issiin: China
istaad: to hunt, catch fish
 istabdil: to exchange
 istafhim: to inquire
 istalaf (i): to borrow
 istalam (i): to receive
istamarr (i): to continue
 istanna: to wait
istaxrag: to extract
istaṣaar (i): to seek advice
istayrab: to be very surprised
 istaḥamma: to bathe, swim
 istaḥla: to consider nice
 istaḥaan (i): to seek assistance
 istaḥadd (i): to get ready
 istaḥgil: to hurry
 istaḥmil: to use
 istaḥaal (i): to resign
 istaḥall (i): to become independent
 istaḥbil: to welcome
 istaḥzin: to ask permission

?iswid, suud: black
 isti'aala: resignation
 isti'baal: welcome
 isti'laal: independence
 itfaddal: please, go ahead
 itfarrag: to see, sight see
 itfarraʔ: to be divided
 itfassar: to be interpreted
 itfassah: to look around
 ithayyaʔlu: it seemed to him
 itkallim: to speak
 itmašša: to take a walk
 itnaašar: twelve
 itnaaʔiš: to discuss, argue
 itnafax (i): to be proud
 itneen: two
 itsamma: to be called, be named
 ittabaʔ (i): to follow
 ittafaʔ (i): to agree
 ittihaad: union
 ilʔittihaad-issufyeeti: the
 Soviet Union
 itwazzaf: to be employed
 itwazzaʔ: to be distributed
 itxaaniʔ: to quarrel
 itxadd: to get scared
 itxarrag: to graduate
 itxassas: to specialize
 ityadda: to have lunch
 ityayyar: to be changed, change
 ithassin: to improve
 itʔallim: to learn
 itʔayyin: to be appointed
 itʔašša: to have dinner
 itʔaššim: to hope

itʔabal (i): to be accepted
 itʔassis: to be founded
 itʔaxxar: to be late
 iwʔa: make sure, be sure, be
 careful, watch out
 ixsⁱ ʔalee: shame on him
 ixtalaf (i) ʔan: to differ
 ʔiyaas: measurement
 iza: if
 ʔizaaʔa: broadcasting station
 izdaham (i): to be crowded
 izzaay: how
 išmiʔna kida: how come?
 ʔišraaf: supervision
 ištaal: to carry
 ištara (i): to buy
 ištayal: to work
 iššahatteen: the Muslim creed, the
 two testimonies
 iššariiʔa: Islamic Law
 iħna: we
 iħtaag: to need, be in need
 iħtaal: to play a trick
 iħtaar: to be perplexed
 iħtafal (i): to celebrate
 iħtafaz (i) bi: to keep
 iħtaram (i): to revere
 iħtifaal, iħtifalaat: celebration
 ʔiʔdaadi: preparatory, Junior High
 iʔtabar (i): to consider
 iʔtamad (i): to depend on
 iʔtazar: to apologize, decline

k

kaam: how much, how many
kaan (u): to be
kaatib, kátaba: clerk, scribe
kabb (u): to spill
kabḅar-ilṃas'ala: to make a big fuss
kafa (i): to be enough
kahraba: electricity
kahrabaa'i: electric
kal (ir): to eat
kalaam: words, speech
kallim: to speak to someone
kamaan: in addition, as well
kammil: to complete, continue
kammiyya, kammiyyaat: amount
karakoon: police station
kasaf (i): to embarrass, shame
kasar (a): to break
kassar: to smash
katab (i): to write
kattar xeerak: many thanks
kattib: to make someone write
kawa (i): to iron
kawy: ironing
ka 'inn: as if
kida: so, this way
kibiir, kubaar: big, old (of persons)
kibir (a): to grow
kifaaya: enough
kilma, kalimaat: word, vocabulary
kiniisa, kanaayis: church
kitaab, kutub: book
ilkitaab-ilmu'addas: the Bible
kitaaba: writing

kitiir, kutaar: much, many
bi-ktiir: by far, a lot
kull: every, all
kulliyya, kulliyyaat: college
kulliyyatan: completely
kursi, karaasi: chair
kuufi: Kufi
kuwayyis, kuwayyisiin: fine, good

l

laakin: but
laa...wala: neither...nor
laazim: must
laafib: to amuse someone
labbis: to dress someone
lahga, lahgaat: dialect
lamma: when, until
larbaf: see yoom
latiif, lutaaf: pleasant
latiini: Latin
law: if
laziiz: enjoyable, delicious
laħm: meat
laħma: a piece of meat
laħn: tune
laħsan: otherwise, since, lest
la?: no
la?a (a): to find
lee: why
leel: night
leela, layaali: night
bi-lleel: at night
li: to, toward, on behalf of
li waħdu: by himself
li 'inn: because

libis (i): to get dressed, put on
 libs: dressing, clothing
 lissa: not yet, still
 litneen: see yoom
 liyaayit: until
 liyaayit ma [yiigi]: until [he comes]
 loola: were it not for
 loon, ?alwaan: color
 lukanda, lukandaat: hotel
 luya, luyaat: language
 lu?ma, lu?am: mouthful, bite

m

ma been: varying between
 maal, ?amwaal: possessions
 maat (u): to die
 mablay, mabaaliy: sum of money
 mabna (m), mabaani: building
 mabsuut, mabsutiin: happy
 mada (i): to sign
 madaamu [katab]: because, since he
 has [written]
 madda, mawaad: subject, course
 madiina, mudun: city
 ilmadiina: Madina
 madrasa, madaaris: school
 maggaani: free of charge
 magmuufa: collection
 makaan, ?amaakin: place, site
 maktab, makaatib: desk, office
 maktaba, maktabaat: library
 mala (a): to fill
 mala-ssaafa: to wind the watch
 malaak, malayka: angel

malayki: angelic
 mana? (a): to prevent, forbid
 mandiil, manadiil: handkerchief, scarf
 manti?a, manaati?: strip of land
 man?: prevention, forbidding
 margi?, maraagi?: reference
 markaz, maraakiz: center, position
 marra: once
 marhala, maraahil: stage, level
 masaafa, masafaat: distance
 masal, ?amsila: proverb
 masalan: for example
 masiihi, masiihiyyiin: Christian
 maskiin, masakiin: poor
 masr (f): Egypt, Cairo
 masr-ilgidiida: Heliopolis
 masr-il?adiima: Old Cairo
 masri, masriyyiin: Egyptian
 mas?ala, masaa?il: problem
 matar, ?amtaar: rain
 mattar: to rain
 mathaf, mataahif: museum
 mawduuf, mawadiif: subject, project
 mawluud: born
 maxtuut, maxtutaat: manuscript
 mayya, miyaah: water
 mašruuf, mašarii?: project
 mašy: a walk, walking
 mašyuul, mašyuliin: busy
 mašyuul ?ala: worried about
 mažiisteer: Master's degree
 mayrib: sunset
 ilmayrib: Morocco
 mañaddiř: no one

mañalli, mañalliyyiin: local
 mañatta, mañattaat: station
 mañfaza, mañaafiz: wallet
 mañ-inn: although
 maña: with
 maña bañd: together
 maña-l'asaf: sorry
 maña-ssalaama: goodbye
 mañaad, mawañid: appointment
 fi-lmañaad: on time
 mañbad, mañaabid: temple
 mañhad, mañaahid: institute
 mañiiša: living
 mañna, mañaani: meaning
 mañrad, mañaarid: fair
 mañrudaat: exhibits
 mañ'uul: reasonable, possible
 mañbara, mañaabir: tomb
 midaan, mayadiin: square
 miin: who
 miina (m), mawaani: port
 milaad: birth
 milaadi: A.D.
 milyoon: million
 min: from
 min giha: on the one hand
 min giha tanya: on the other hand
 min-ilmuñtamal: it is possible
 min wa'taha: from then on
 min šuwayya: a little while ago
 min yeer: without
 min ña??ⁱ wi ña?ii?: indeed, truly
 min yeer ma: without
 minabbih: alarm clock
 minña, minañ: grant, fellowship

min'aar: beak
 miraatu: his wife
 misaa'an: P.M.
 misik (i): to take hold of, grasp,
 catch, arrest
 mitgawwiz, mitgawwiziin: married
 mitna??il, mitna??iliin: nomadic
 mitñallim, mitñallimiin: educated
 mixalfa, mixalfaata: fine
 miyya: hundred
 fi-lmiyya: percent
 miš: not
 miši (i): to go, walk
 miyayyim: cloudy
 miñtaag, miñtagiin: needy
 miñaawin: (police) officer
 mi'addin: muezzin
 mi'yaas, ma'ayis: gauge
 moot: death
 mooz: bananas
 mooza, muzaat: banana
 mudarris, mudarrisiin: male teacher
 mudarrisa, mudarrisaat: female teacher
 mudda: period of time, a long time
 mudir, mudiriin: director
 mufiid, mufidiin: interesting
 muhimm, muhimmiin: important
 mumkin: possible
 mumtiš: enjoyable
 munasba, munasbaat: occasion
 bi munasba: on the occasion of
 musaſda: help, helping
 muslim, muslimiin: Muslim
 mustawa (m): level
 mustaħiil: impossible

mustafmal, mustafmaliin: used
 mutazaayid: increasing
 muta'akkid, muta'akkidiin: certain,
 sure
 muulid-innabi: the birthday of the
 Prophet Muhammad
muwaslaat: communication
 muzakra: studying
 muzdahim: crowded
 muštarak: common
 muħaddad: fixed
 muħadra, muħadraat: lecture
 muƒaddal: average
 muƒallim, muƒallimiin: teacher
 muƒamla: treatment, dealing
 muƒtadil: moderate
muƒzam: most
 mu'abla, mu'ablaat: interview, act
 of meeting
 mu'addab, mu'addabiin: polite
 mu'addas: holy
 mu'axza: blame
 la mu'axza: pardon, excuse me

n

naada (a): to call
 naam (ir): to sleep
 naam ʃand: to stay with
naar (f): fire
 innaar: hell
 naas: people
 naawi [yiktib]: to intend [to write]
naazir, nuzzaar: principal
 naa'iš: to argue, discuss
 nabaaha: intelligence

nabi, ʔanbiya: prophet
 nabiih, núbaha: intelligent
 nadah (a): to call
 nafs: same
 bi nafsu: by himself
 fi nafs [-ilyoom]: on the same [day]
 fi nafsu: to himself
 nagañ (a): to pass, succeed
 nagaañ: success
nahaar: day
 nahaarak safiid: good day!
nahr, ʔanhaar: river
 natiiga: result
nawwar: to brighten
názari: theoretical
nazzam: to regulate, organize, plan
 nazzil: to bring down
našar (u): to publish, spread
našr: publication, spreading
 naʃsaan, naʃsaniin: sleepy
 naʔal (i): to transfer
 naʔʔa (a): to choose
 nifiʃ (a): to succeed
 nifsu [yiktib]: to long to [write]
 nihaaya: end
 nihaaʔi: final
 nimra, nimar: number, grade
 nisi (a): to forget
 niswaan: women
 nizil (i): to go down
 nizil fi [lukanda]: to stay in a
 [hotel]
 nizil ʃala: to be revealed to
 noom: sleep
 noof, ʔanwaaʃ: type, kind

nufuuz: influence

nuss: half

nusxa, nusax: copy

nuur, ?anwaar: light

nuzuul: going down

o

?ooda, ?uwad: room

?ool: saying

q

qaa?id: general (military)

qarn: century

qawmi: national

qism: section

quwwa / quwa: power, strength

r

raabi?: fourth

raagil, riggaala: man

raas (f): head

raas-issana: New Year's day

raah (u): to go

rabba (a): to raise, discipline, train

rabii?: spring

radd (u) fala: to answer

raga (m): favor

ragga?: to return something

rakan (i): to lean, set aside

rakkib: to make someone mount

rama (i): to throw

ramma: to scatter

ramy: throwing

rasmi, rasmiyyiin: official

rasuul, rusul: messenger

rattib: to put in order, straighten

rawaah: going

rawwah: to go home

rayy: irrigation

rašiid: Rosetta

ra?iis, rú?asa: leader, president

ra?iisi: main

ridi (a) bi: to accept

rigif (a): to return from

rigl (f), rigleen: foot

riif, ?aryaaf: country, rural area,
village

rikib (a): to ride, board

rixiis, ruxaas: inexpensive

riyaada: mathematics

rihla: trip

ri?aasa: presidency

rub?: quarter

ruk, ?arkaan: pillar, tenet

rukuub: riding, boarding

rusaas: lead

s

saab (i): to leave

saabi?: seventh

saadis: sixth

saafir: to travel

saakin, sukkaan: inhabitant

saaliḥ, salḥiin: good

saam (u): to fast

saatit: sixth

saawa (a): to arrange

saayim, saymiin: one who fasts

saañib, ʔasñaab: friend
saaʔa, saaʔaat: hour, watch
saaʔid: to help
saaʔit ma: at the time that
saaʔ (u): to drive
sabaah-ilxeer: good morning
sabaahan: A.M.
sabaʔtaaʃar: seventeen
sabb (u): to flow
sabbib: to cause
sabt: see yoom
sabʔa: seven
 sabaʔ [kutub]: seven [books]
 subʔu [miyya]: seven [hundred]
sabʔiin: seventy
sadd: dam
sadd (i): to block
 saddⁱ ʔaaga: to meet the need
safar: trip, traveling
sahar: staying up
sahl, sahliin: easy
sakan (i): to live, dwell
sala: prayer
 salaat-ilgumʔa: Friday prayers
salaam: peace
salaama: safety
 maʔa-ssalaama: good-bye
salla (a): to pray
sallif: to lend
sallim: to deliver
sallim ʔala: to greet
sama: sky
samak: fish
 samaka, samakaat: fish
samañ (a): to allow, let

samma (a): to name
sammaʔ: to recite, let someone hear
sana, siniin: year
sánawi: annual, secondary, Senior
 High
saqaafa: culture
saqaafi: cultural
saraʔ (a): to steal
sariif, sariʔiin: fast
satr, ʔastur: line
 [xamas] tustur: [five] lines
sawa: together
sawra: revolution
sawwaaʔ, sawwaʔiin: driver
saydala: pharmacy
sayyaad, sayyadiin: hunter, fisherman
sañaafa: the press
sañiif: true, correct
sañr: desert
saññ: right
sañña (a): to wake someone up
saʔb, saʔbiin: difficult
saʔiida: hello, good-bye
saʔa (i): to give to drink, to water
saʔal (a): to ask
seef: summer
siggaada: rug, carpet
sihir (a): to stay up, stay awake
siliñ (a): to be usable
simin (a): to grow fat
simiʔ (a): to hear
 simiʔ kalaam: to obey
siraaʔi: man-made
sinn: age
sitt (f), sittaa: woman
 issittⁱ-btaʔtu: his wife

sitta: six
sitt [kutub]: six [books]
suttu [miyya]: six [hundred]
sittaašar: sixteen
sittiin: sixty
siwaaʿa: driving
siyaasa: politics, policy
siyaasi: political, diplomatic
sihi (a): to wake up
soom: fasting
soot, ʿaswaat: voice, noise, sound
subḥ: morning
subʿ: one seventh
sukkar: sugar
suts: one sixth
suuf: wool
suura, suwar: a chapter in the Quran
suuʿ: market
suyayyar, suyayyariin: young, small
suḥuur: the last meal before the fast
suʿaal, ʿasʿila: question

t

taabiʿ li, tabʿiin: associated with
taagir, tuggaar: merchant
taalib, tālaba: student
taalit: third
taamin: eighth
taani, tanyiin: second, other
taani: again
taar (i): to fly
taasiʿ: ninth
tabiifa: physics
tabʿan: of course
tadriib: training

tafa (i): to put out, extinguish
talaaf: see ʿalf
talaat: see yoom
talaata: three
talat [kutub]: three [books]
talat tirbaʿ: three fourths
tultu [miyya]: three [hundred]
talab (u): to ask for, order
talab: a demand, asking
talatiin: thirty
talattaašar: thirteen
tamaam: perfect
taman, ʿatmaan: price
tamaniin: eighty
tamantaašar: eighteen
tamanya: eight
taman [kutub]: eight [books]
tumnu [miyya]: eight [hundred]
tamm (i): to complete, be realized
tamriin, tamariin: exercise, drill
tamy: silt, mud
tantaawi: from Tanta
tanziim: organization, regulation
tarabeeza, tarabizaat: table
tarbiya: educating, education
targama: translating, translation
targim: to translate
tariix: history
tariixi: historical
tariiʿ, turuʿ: way, street, road
tarkiib: construction
tawiil, tuwaal: long, tall
taxassus: concentration, specialization
taxziin: storage
tayyaara, tayyaraat: airplane

tayyib: fine, O.K.
tazkara, tazaakir: ticket
taḥakkum: control
taḥt: under, underneath
taḥaala: imperative of /gih/
taḥab: tiredness
taḥbaan, taḥbaniin: tired
taḥdiya: crossing
taḥlab: fox
taḥliim: education, teaching
taḥriiban: about, almost
taḥs: weather
tibb: medicine
tigaara: commerce
tigaari: commercial
tiliḥ (a): to go up, climb
tilmiiz, talamza: student, pupil
tilmiiza, tilmizaat : female student
tilt: one third
tirbaḥ: see talat tirbaḥ
tisaḥtaaḥar: nineteen
tisḥa: nine
 tisaḥ [kutub]: nine [books]
 tusḥu [miyya]: nine [hundred]
tisḥiin: ninety
tiyyaam: see yoom
tiḥib (a): to become tired
tumn: one eighth
turki, ḥatraak: Turkish
tusḥ: one ninth
tuul: length
 tuul [-issana]: throughout [the year]
 tuul-innaḥaar: all day long
 ḥala tuul: immediately

tuḥhur: see ḥahr
tuḥfa: masterpiece

u

ḥuddaam: in front of
ḥugra: fee
ḥummi: illiterate
ḥunsul: consul
ḥunsuliyya: consulate
ḥurayyib, ḥurayyibiin: near
ḥusaad: facing
ḥusayyar, ḥusayyariin: short
ḥusbuuḥ, ḥasabiḥḥ: week
ḥustaaz, ḥasadza: professor
ḥutn: cotton
ḥutubiis, ḥutubisaat: bus
ḥuuta: tomatoes
 ḥutaaya, ḥutayaat: tomato
ḥuwwa: force
ḥuxt (f), ḥixwaat: sister
ḥuḥaad: sitting, staying

w

waadi: valley
waagib, wagibaat: assignment, duty
waasiḥ, wasḥiin: wide, extensive
waḥid: one (1)
wadda (a): to take, transport
wafaaḥ-inniil: the cresting
 (fulfilling) of the Nile
wagaḥ (a): to hurt
wagaḥ: pain, hurting
waghⁱ baḥri: Lower Egypt

waghⁱ ʔibli: Upper Egypt
 wakkil: to give someone to eat, feed
 wala: nor
 walad, ʔawlaad: boy
 walla: or
 walla: by golly!
 wallid: to generate, produce
 wara: behind
 waraʔ: paper
 wáraʔa, waraʔaat: a piece of paper
 warra (a): to show
 warraani, warraniyyiin: behind, rear
 wassal: to take someone to his
 destination
 waxri: late
 waʔt, ʔawʔaat: time
 fi-lwaʔtⁱ da: at this, that time
 min waʔtaha: from then on
 waʔʔaf (a): to stop, stop someone
 wi: and, as, while
 w-inta maalak: it's none of your
 business
 wisil (a): to arrive
 wizaara: ministry
 wiḥiš, wiḥšiin: bad, ugly
 wiʔif (ir): to stop, stand
 wiʔiʔ (ir): to fall
 wuguud: presence
 wuʔuuf: standing

x

xaaf (ir): to be afraid
 xaaf min: to be afraid of
 xaaf ʔala: to be concerned about

xaa^lis: not at all, completely
 xaamis: fifth
 xaas, xassa (f): private
 xabar, ʔaxbaar: news, information
 xabbar: to inform
 xad (ir): to take
 xaddaam, xaddamiin: servant
 xafiif, sufaaf: light (in weight)
 xalaas: (it's) finished
 xaliifa: Caliph
 xalla (a): to let, make
 xamastaašar: fifteen
 xamiis: see yoom
 xamsa: five
 xamas [kutub]: five [books]
 xumsu [miyya]: five [hundred]
 xamsiin: fifty
 xarag (u): to go out
 xarrag: to make someone go out
 xatt: writing, script
 xawwif: to frighten
 xazzaan: reservoir
 xazzin: to store
 xašab: wood
 xeer: good, well being
 xisba: fertile
 xoof: fear
 xums: one fifth
 xuruug: going out, exit
 xusaara, xasaayir: loss, damage
 xusuusan: especially

y

yadoobu [katab]: to have just
[written]
yahuudi, yahuud: Jew
yalla: come now!
yalla biina [niktib]: let us [write]
yareet: I wish
ya salaam: do tell!
ya siidi: my good man!
yatara: I wonder
yaʿni: that is
yimkin: may
yisaawi: equals (=)
yizhar: it seems
yoom, ʿayyaam: day
[xamas] tiyyaam: [five] days
yoom-ilgumʿa: Friday
yoom-ilxamiis: Thursday
yoom-ilḥadd: Sunday
yoom-issabt: Saturday
yoom-ittalaat: Tuesday
yoom larbaʿ: Wednesday
yoom litneen: Monday
fi yoom mi-lʿayyaam: one day, once
upon a time

z

zaad (i): to increase
zaakir: to study
zaar (u): to visit
zaaʿid: plus
zamaan: a long time ago
zamaanu [katab]: he must have [written]
zaraʿ (a): to cultivate

zariif, zuraaf: nice, pleasant
zayy: like, as
zaʿlaan, zaʿlaniin: angry
zaʿʿ (u): to push
zika: tithing
ziraaʿa: agriculture
ziraaʿi: agricultural
ziyaada: increase
bi-zyaada: more than enough
ziyaara, ziyaraat: visit

š

šaaf (u): to see
šaal (i): to carry
šaami, šawaam: Syrian
šaariʿ, šawaariʿ: street, road
šaatiir, šatriin: clever
šabah (i): to resemble
šabbaʿ: to satisfy someone's
hunger
šáfaʿa: mercy, pity
šagar: trees
šágara, šagaraat: tree
šahaada: testimony, certificate
šahad (a): to testify
šahr, ʿašhur: month
[xamas] tušhur: [five] months
šahri: monthly
šakar (u): to thank
šamaal: north
šamal (i): to include
šanta, šunāt: bag, purse,
briefcase, suitcase
šarrab: to make someone drink

šar?: east

iššar?-il'awsat: the Middle East

šayyil: to load, make someone carry

ša??a: apartment

šeel: carrying

šeē? yariib: strange thing

šibhⁱ gaziira: peninsula

šibiŋ (a): to have eaten enough

šidiid, šudaad: heavy, strong

širib (a): to drink

širka, šarikaat: company

šita (m): winter

šitwi: wintry

šubbaak, šababiik: window

šukr: thanks

šurb: drinking

šwayya: a bit, a little

min šwayya: a little while ago

šwayya-zyayyara: a little bit

šuy1: work

ž

žakitta, žakittaat: jacket

y

yaab (i): to be absent

yaali, yalyiin: expensive

yaami?, yam'iin: dark

yaaaz (i): to make someone angry

yada (m): lunch

yadab: anger

yadd: tomorrow

yalab (i): to defeat

yalat: wrong, mistake

yaltaan, yaltaniin: mistaken

yani, 'ayniya: rich

yanna (a): to sing

yarb: west

yariib, yúraba: strange

yawiit: deep

yayban: by heart

yazaal: gazelle

yašim; yušm: simpleton

yidiib (a): to become angry

yiyaab: absence

yuraab: crow

ħ

ħaadir: at present, currently .

ħaaga: something, anything, need

ħaal: condition

fi-lħaal: at once

fi ħaalu: alone, by himself

ħaalan; immediately

ħaali: present, currently available

ħaama (a) ŋan: to defend

ħaawil: to try

ħabas (i): to imprison

ħabb (i): to love, like

ħabba: a short while

ħabba, ħabbayaat: grain of, kernel

ħabbib: to endear oneself

ħadd: anyone, someone

ħadd: see yoom

ħadd, ħuduud: border

ħadiid: iron

ħadiis: new, modern

ħafaz (a): to memorize

ħagar, ħigaara: stone
ħagg (i): to go on a pilgrimage
ħaka (i): to tell a story
ħakiim, ħukama: wise
ħalaʔit-ittisaal: link
ħaliyyan: now
ħall (i): to solve
ħall (i) maħall: to replace
ħamaama: pigeon
ħamd: praise
ħaraam ʔaleek: you have no pity
ħaraami, ħaramiyya: thief
ħaraara: temperature
ħarf, ħuruuf: letter (of the alphabet)
ħariir: silk
ħarr: heat, hot
ħarraan, ħarraniin: hot
ħasab (i): to consider, reckon
ħatt (u): to place, put
ħatta: even, as well as
ħawaali: about
ħawaleen: around
ħawwil: to make into, change into
ħayaa: life
ħayy, ʔaħyaaʔ: section
ħaʔʔ: truth
 ilħaʔʔⁱ ʔalee: it is his fault
 kullu-lħaʔʔⁱ ʔalee: it is all his
 fault
 min ħaʔʔⁱ wi ħaʔiiʔ: indeed, truly
ħaʔʔaani: honorable
ħees-inn: since, because
 bi ħees-inn: in such a way that
ħidaašar: eleven
ħifz: learning by heart

ħigg: pilgrimage
ħiila, ħiyal: trick
ħikaaya, ħikayaat: story
ħikma: wisdom
ħilw, ħilwiin: sweet, beautiful
ħimaaya: protection
ħisaab: account
ħissa, ħisas: class hour
ħitta, ħitat: piece, area
ħiyali, ħiyaliyyiin: shrewd
ħukm, ʔaħkaam: regulation
ħukuuma: government
ħukuumi: governmental, state
ħumaar, ħimiir: donkey

ʔ

ʔaadil: just, fair
ʔaalam: world
ʔaali, ʔalyiin: high
ʔaam (u): to swim
ʔaamil: to deal with someone
ʔaamil, ʔummaal: worker
ʔaarid: to object, oppose
ʔaawiz [yiktib]: to want [to write]
ʔaaz (u): to need
ʔaaš (i): to live
ʔaašir: tenth
ʔaaʔil: wise
ʔabiit, ʔúbata: fool
ʔadad: number
ʔadatan: usually
ʔadd (i): to count
ʔadda (a): to cross over
ʔagab (i): to please
ʔaguuz, ʔawagiiz: old

ʃala: upon, on
 ʃala buʃd: at a distance of
 ʃala mahlu: carefully, slowly
 ʃala tuul: immediately
 ʃala yafla: suddenly
 ʃalami: universal, world
 ʃalaʃaan: in order to, because, for.
 ʃalee [yiktib]: it is required of
 him [to write]
 ʃalla (a): to raise
 ʃallim: to teach
 ʃamal (i): to do, make
 ʃamal, ʔaʃmaal: work
 ʃámali: experimental
 ʃamm: general
 ʃamm: uncle
 ʃammaal [yiktib]: [to write] all
 the time, continually
 ʃan: about
 ʃand: with, in possession of
 ʃárabi, ʃarab: Arab, Arabic
 ʃarabiyya, ʃarabiyyaat: car
 ʃard: width
 ʃariid: wide
 ʃasfuur, ʃasafiir: bird
 ʃaskar: soldiers, policemen
 ʃaskari, ʃasaakir: policemen, soldier
 ʃaskari, ʃaskariyyiin: military
 ʃasr: mid afternoon
 ʃasr, ʃusuur: age
 ilʃusuur-ilwusta: the Middle Ages
 ʃataš: thirst
 ʃatšaan, ʃatšaniin: thirsty
 ʃayyaan, ʃayyaniin: sick
 ʃayyin: to appoint

ʃašaan: in order to, because, for
 ʃašaan kida: for these reasons
 ʃášara: ten
 ʃeeb: shame
 ʃeeš: bread
 ʃibaada: worship
 ʃiddit [marraat]: several [times]
 ʃiid, ʔaʃyaad: feast, holiday
 ʃiid-ilmilaad: Christmas
 ʃiid-ilʔistiʔlaal: Independence Day
 ʃiid-ilʔiyaama: Easter
 ʃiid-issawra: Revolution Day
 ʃiid-iššukr: Thanksgiving
 ʃiid milaad: birthday
 ʃiid qawmi: national holiday
 ʃilba, ʃilab: box
 ʃili (a): to rise
 ʃilm, ʃuluum: knowledge, science
 ʃilmi: academic, scientific
 ʃinab: grapes
 ʃirif (a): to know
 ʃitiš (a): to be thirsty
 ʃiša: late evening
 ʃišriin: twenty
 ʃumr: age
 ʃumru ma [katab]: he has never
 [written]
 ʃusuur: see ʃasr
 ʃušr: one tenth